

# Beaumont Curriculum Overview



Design Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1		<b>FIRE FIRE</b> Food – making bread Full project <b>FOOD</b>				
Aut 2	<b>TOYS</b> Moving toys – Levers and linkages PROJECT ON A PAGE <b>MECHANISMS</b>		<b>MOUNTAINS</b> Shell structures PROJECT ON A PAGE <b>STRUCTURES</b>	<b>INVENTIONS</b> <b>ELECTRICAL</b> <b>SYSTEMS</b> PROJECT ON A PAGE		<b>DIVORCE, BEHEADED, DIED</b> <b>ELECTRICAL SYSTEMS</b> (More complex switches and circuits) PROJECT ON A PAGE
Spr 1		<b>WHEELS, WINGS AND OTHER THINGS</b> Wheels and Axels PROJECT ON A PAGE <b>MECHANISMS</b>		<b>LET IT FLOW</b> Levers and linkages PROJECT ON A PAGE <b>MECHANISMS</b>	<b>HEAR AND LISTEN WELL MY FRIENDS</b> <b>TEXTILES</b> –PROJECT ON A PAGE	
Spr 2	<b>CITY LIFE VS COUNTRY LIFE</b> Landmarks – structures Projects on a page <b>STRUCTURES</b>				<b>TRAIDERS AND RAIDERS</b> Pulleys and gears PROJECT ON A PAGE <b>MECHANICAL SYSTEMS</b>	<b>BATTLES, BLACKOUTS AND THE BLITZ</b> <b>FOOD</b>
Sum 1	<b>HELPING HANDS</b> Food – preparing food? Cutting, slicing, chopping, grating. <b>FOOD</b>		<b>HOME AND ABROAD</b> <b>FOOD</b> - sandwiches PROJECT ON A PAGE		<b>OUR WONDERFUL WORLD AND BEYOND EARLY ISLAM</b> <b>FOOD</b> –PROJECT ON A PAGE	
Sum 2		<b>OH I DO LIKE TO BE BESIDE THE SEASIDE</b> <b>TEXTILES</b> – Puppets PROJECT ON A PAGE	<b>AWESOME EGYPT</b> Pneumatics PROJECT ON A PAGE <b>MECHANISMS</b>	<b>SURVIVORS</b> <b>TEXTILES</b> – PROJECT ON A PAGE <b>FOOD</b> - Hygiene		<b>LIGHTS CAMERA ACTION</b> Frame Structures PROJECT ON A PAGE <b>STRUCTURES</b>

# DT: Key Stage 1

Designing		Making	Evaluating	Technical Knowledge	Food Technology
<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>		<p><i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p>	<p><i>build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>	<p><i>use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from</i></p>
Year 1	<ul style="list-style-type: none"> <li>• use own ideas to design something and describe how their own idea works Aut2, Sp2</li> <li>• design a product which moves Aut2, Sp2</li> <li>• explain to someone else how they want to make their product and make a simple plan before making Aut2, Sp2</li> </ul>	<ul style="list-style-type: none"> <li>• use own ideas to make something Aut2, Sp2</li> <li>• make a product which moves Aut2, Sp2</li> <li>• choose appropriate resources and tools Aut2, Sp2</li> </ul>	<ul style="list-style-type: none"> <li>• describe how something works Aut2, Sp2</li> <li>• explain what works well and not so well in the model they have made Aut2, Sp2</li> </ul>	<ul style="list-style-type: none"> <li>• make their own model stronger Sp2</li> </ul>	<ul style="list-style-type: none"> <li>• cut food safely Sum1</li> </ul>
	<ul style="list-style-type: none"> <li>• think of an idea and plan what to do next Sum2</li> <li>• explain why they have chosen specific textiles Sum2</li> </ul>	<ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them Sp1, Sum2</li> <li>• join materials and components in different ways Sp1, Sum2,</li> <li>• measure materials to use in a model or structure Sp1,</li> </ul>	<ul style="list-style-type: none"> <li>• explain what went well with their work Aut1, Sp1, Sum2</li> </ul>	<ul style="list-style-type: none"> <li>• make a model stronger and more stable Sp1, Sum2</li> <li>• use wheels and axles, when appropriate to do so Sp1</li> </ul>	<ul style="list-style-type: none"> <li>• weigh ingredients to use in a recipe</li> <li>• describe the ingredients used when making a dish or cake Aut 1</li> </ul>

# DT: Key Stage 2

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Designing		Making	Evaluating	Technical Knowledge	Food Technology
<p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 3	<ul style="list-style-type: none"> <li>prove that a design meets a set criteria. Aut2, Sum2</li> <li>design a product and make sure that it looks attractiveAut2, Sum2</li> <li>choose a material for both its suitability and its appearanceAut2, Sum2</li> </ul>	<ul style="list-style-type: none"> <li>follow a step-by-step plan, choosing the right equipment and materials Aut2, Sum2</li> <li>select the most appropriate tools and techniques for a given task Aut2, Sum2</li> <li>make a product which uses both electrical and mechanical componentsSum2</li> <li>work accurately to measure, make cuts and make holes Aut2, Sum2</li> </ul>	<ul style="list-style-type: none"> <li>explain how to improve a finished model Aut2, Sum2</li> <li>know why a model has, or has not, been successful Aut2, Sum2</li> </ul>	<ul style="list-style-type: none"> <li>know how to strengthen a product by stiffening a given part or reinforce a part of the structure Aut2</li> <li>use a simple IT program within the design Sum2</li> </ul>	<ul style="list-style-type: none"> <li>describe how food ingredients come together Sum1</li> <li>weigh out ingredients and follow a given recipe to create a dishSum1</li> <li>talk about which food is healthy and which food is not Sum1</li> <li>know when food is ready for harvesting Sum1</li> </ul>
	<ul style="list-style-type: none"> <li>use ideas from other people when designingAut2 Spr Sum2</li> <li>produce a plan and explain itAut2 Spr Sum 2</li> <li>persevere and adapt work when original ideas do not workAut2 Spr Sum 2</li> <li>communicate ideas in a range of ways, including by sketches and drawings which are annotatedAut2 Spr Sum 2</li> </ul>	<ul style="list-style-type: none"> <li>know which tools to use for a particular task and show knowledge of handling the toolAut2 Spr Sum 2</li> <li>know which material is likely to give the best outcomeAut2 Spr Sum 2</li> <li>measure accuratelyAut2 Spr Sum 2</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and suggest improvements for designAut2 Spr sUM 2</li> <li>evaluate products for both their purpose and appearanceAut2 Spr Sum 2</li> <li>explain how the original design has been improvedAut2 Spr Sum 2</li> <li>present a product in an interesting way Aut2 spr sUM 2</li> </ul>	<ul style="list-style-type: none"> <li>links scientific knowledge by using lights, switches or buzzers Aut2 Spr Sum 2</li> <li>use electrical systems to enhance the quality of the productAut2 Spr Sum 2</li> <li>use IT, where appropriate, to add to the quality of the product Aut2 Spr Sum 2</li> </ul>	<ul style="list-style-type: none"> <li>know how to be both hygienic and safe when using food Sum1</li> <li>bring a creative element to the food product being designed Sum1</li> </ul>

# DT: Key Stage 2

Designing		Making	Evaluating	Technical Knowledge	Food Technology
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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
Year 5	<ul style="list-style-type: none"> <li>come up with a range of ideas after collecting information from different sources Sp1, Sp2</li> <li>produce a detailed, step-by-step plan Sp2, Sp1</li> <li>explain how a product will appeal to a specific audience Sp2, Sp1</li> <li>design a product that requires pulleys or gears Sp2</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tools and equipment competently Sp2, Sp1</li> <li>make a prototype before making a final version Sp2, Sp1</li> <li>make a product that relies on pulleys or gears Sp2</li> </ul>	<ul style="list-style-type: none"> <li>suggest alternative plans; outlining the positive features and draw backs Sp2, Sp1</li> <li>evaluate appearance and function against original criteria Sp2, Sp1</li> </ul>	<ul style="list-style-type: none"> <li>links scientific knowledge to design by using pulleys or gears Sp2</li> <li>uses more complex IT program to help enhance the quality of the product produced Sp2</li> </ul>	<ul style="list-style-type: none"> <li>be both hygienic and safe in the kitchen Sum2</li> <li>know how to prepare a meal by collecting the ingredients in the first place Sum2</li> <li>know which season various foods are available for harvesting Sum2</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>use market research to inform plans and ideas. AUT 2 SUM 2</li> <li>follow and refine original plans AUT 2 SUM 2</li> <li>justify planning in a convincing way AUT 2 SUM 2</li> <li>show that culture and society is considered in plans and designs AUT 2 SUM 2</li> </ul>	<ul style="list-style-type: none"> <li>know which tool to use for a specific practical task AUT 2 SUM 2</li> <li>know how to use any tool correctly and safely AUT 2 SUM 2</li> <li>know what each tool is used for AUT 2 SUM 2</li> <li>explain why a specific tool is best for a specific action AUT 2 SUM 2</li> </ul>	<ul style="list-style-type: none"> <li>know how to test and evaluate designed products AUT 2 SUM 2</li> <li>explain how products should be stored and give reasons AUT 2 SUM 2</li> <li>evaluate product against clear criteria AUT 2 SUM 2</li> </ul>	<ul style="list-style-type: none"> <li>use electrical systems correctly and accurately to enhance a given product Aut2 SUM 2</li> <li>know which IT product would further enhance a specific product Aut2 SUM 2</li> <li>use knowledge to improve a made product by strengthening, stiffening or reinforcing Aut2 SUM 2</li> </ul>	<ul style="list-style-type: none"> <li>explain how food ingredients should be stored and give reasons SPR 2</li> <li>work within a budget to create a meal SP2</li> <li>understand the difference between a savoury and sweet dish SPR 2</li> </ul>