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| Design and Technology Subject Content | | | |
| Early Years Foundation Stage  During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:   * Use different media and materials to express their own ideas * Use what they have learnt about media and materials in original ways, thinking about form, function and purpose * Make plans and construct with a purpose in mind using a variety of resources * Develop skills to use simple tools and techniques appropriately, effectively and safely * Select appropriate resources for a product and adapt their work where necessary * Cook and prepare food adhering to good health and hygiene routines | | | |
| KS1  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].  When designing and making, pupils should be taught to: | | | |
| Design | Make | Evaluate | Technical Knowledge |
| * 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 | * 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 | * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria | * 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 | | | |
| 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.  Pupils should be taught to:  Key Stage 1   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from | | | |
| KS2  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.  When designing and making, pupils should be taught to: | | | |
| Design | Make | Evaluate | Technical Knowledge |
| * 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 wider 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 |
| Cooking and Nutrition | | | |
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