

The Design Technology Curriculum at Hunsley Primary

Our design technology curriculum aims to develop children who are confident in the design process and who have the necessary skills to complete design projects. They learn how to understand a design brief, explore existing products and learn a variety of methods to design their own products. Through our curriculum children explore and learn how to choose appropriate materials, components and equipment to satisfy the design brief and their designs. Our curriculum enables our children to learn how to evaluate their work, developing and adapting it as necessary through reflection and feedback. Our curriculum encourages our children to apply and use their skills from across the curriculum, for example art, English, maths and science. They explore the impact of design on life in the past and today, discussing the ethical nature of product development.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children make a range of products using junk modelling, clay and other materials through their chosen interests and learning.	<ul style="list-style-type: none"> Homes (structures) Moving pictures (mechanisms – push/pull/lever) Playgrounds (structures) Healthy snack (food) Healthy sandwich (food) 	<ul style="list-style-type: none"> Puppets (textiles) Vehicles (mechanisms – wheels/axles) Winding up (mechanisms – wheels/axles/pulleys/levers + structures) Soup (food) Burgers (food) 	<ul style="list-style-type: none"> Seasonal cake (food) Packaging (structures) Musical instruments (structures) Moving monsters (mechanisms + control – pneumatics) Nutritional pasta dish (food) 	<ul style="list-style-type: none"> Bread (food) Money containers (textiles) Alarms (control – electrical) 	<ul style="list-style-type: none"> Biscuits (food) Moving toy (mechanisms – cams/wheels/axles) Light it up (control – electrical/computer) Shelters (structures) 	<ul style="list-style-type: none"> Meal for a purpose (food) Controlled vehicle (control – electrical/computer, structures and mechanism) Slippers (sewing)

Key threshold concepts

- Our children understand the design process (explore, design, make, evaluate) and use this for all their design projects.
- Our children can critically evaluate existing products.
- Our children understand what a design brief is.
- Our children know how to join different materials to make simple structures. They know how to make these stronger, stiffer and more stable.
- Our children can prepare simple food products safely and hygienically. They can use many kitchen tools, including some simple electric ones such as food processors, blenders, electric whisks and slow cookers. They understand there are different ways to heat and cook food.
- Our children understand the nutrition needed for good health and have some understanding of different diets and dietary needs. They have Explored seasoning and ways to combine ingredients to make different products.
- Our children understand where different food comes from, how this is produced and how some foods are seasonal.
- Our children understand how simple mechanisms work (including levers, gears, wheels, axles, cams, pneumatics) and use these in their designs.
- Our children have acquired some basic sewing skills and are able to use a pattern, sew parts together using basic stitches.
- Our children can use their electrical knowledge to add working circuits to their designs
- Our children can use computers to control the ways their designs work.
- Our children understand and use mock ups, prototypes, annotated designs, exploded designs and computer aided design.
- Our children
- Our children know when to ask for support, but are confident to carry out their design makes independently alongside their developing skills.
- Our children can evaluate their own products, and those of others. They are reflective, constructive and critical with their feedback and use this to improve their designs.
- Our children understand how key events and individuals in design and technology have helped shape the world.

