Design Technology Curriculum 2026-27

Curriculum Intent

Design Technology is an inspiring, rigorous and practical subject. We aim to inspire pupils to be the best they can in the world of work; builders, engineers, architects, chefs. Design Technology encourages pupils to think creatively to solve problems and where possible, is linked to maths, science, IT and art.

During lessons we aim to build confidence, knowledge and practical capability. Learn about Health and Safety and protective measures. We do this by developing design and making skills through using a wide range of tools and materials to create products of a high standard through learning about properties of different materials, different processes and the principles of nutrition, healthy eating and how to cook. Thus develop an interest and understanding of technical processes, evaluation and be confident enough to self-reflect.

Projects are taken from the Plan Bee primary DT scheme.

Teachers may choose to use their own projects that relate to the learning objectives and assessment e.g. instead of Light-Up Signs, they may choose to make a Torch which will still meet the electric circuit objectives or choose a different textiles project that meets the objectives.

Technical Knowledge	Make	Product Design	Evaluate

Y1	Autumn 1	Spring	Summer 1
Content	Eat More Fruit and Vegetables	Stable Structures	Moving Mini Beasts – Sliding Mechanisms
Knowledge	Identify and gather info. On different fruits and vegetables Examine, taste and describe fruit and veg Handle and prepare fruit and veg Design a recipe Make and evaluate a food product	Explore features of stable structures Design and plan a stable structure Explore a range of materials Make a product Evaluate a product	To be able to create sliding mechanism Use levers and pivots Create a wheel mechanism Design a picture of moving mechanism Make a moving mechanism picture Evaluate a moving mechanism picture
Assessment	Can pupils identify F&V and present data in a pictogram Can identify parts of a fruit/veg Can identify ways of working hygienically Can design a salad or smoothie Can make and evaluate a salad or smoothie	Can pupils compare existing products Can pupils design a functional product Can pupils investigate properties of materials Can pupils use tools correctly Can pupils use technical language when talking about their product	Can explain how sliding mechanism works Understand/explain terms lever and pivot Evaluate work and identify area for future development Can follow a design to create a moving mechanism Can identify ways to improve their picture

Y2	Autumn 1	Spring	Summer 1
Content	Puppets – textiles	Perfect Pizza – balanced meal	Vehicles – Wheels and Axles
Knowledge	Investigate a range of puppets and their features Work with fabric to make a finger puppet Develop and practise sewing skills Design then make a glove puppet Evaluate a finished product	Find favourite pizzas in the class Describe and categorise a variety of bread based products Describe and categorise a variety of pizza toppings Design a balanced healthy pizza Make a food product	Investigate a variety of vehicles Investigate wheels, axles and chassis Investigate ways of creating / decorating the body of a vehicle Design and make a vehicle Evaluate a finished product
Assessment	Can describe what puppets are Can discuss their finished work Can use running stitch / over stitch to join 2 pieces of fabric together Can describe the steps they will need to take to create their puppet Can comment on the work of others	Can identify different parts of a pizza Can name and describe a variety of breads Can name and describe a variety of toppings Can design a healthy pizza Can identify and follow rules for food safety	Can pupils identify different vehicles Do pupils know what wheels, axles and chassis are Can pupils identify ways of joining materials Can pupils describe which tools and materials they will need Can pupils follow a design Can pupils state how to improve their vehicle

Y3	Autumn 1	Spring	Summer 1
Content	Story books - levers	British Inventors	Seasonal Food
Knowledge	Investigate products with lever and linkage systems Experiment with a range of moving mechanisms Explore a range of different fonts and graphics Plan and design a story book Make a story book with moving mechanisms Evaluate finished product	Investigate the invention of the telephone Investigate the invention of world wide web Explore how reinforced concrete works Investigate the invention of the mackintosh Reflect on impact that inventions have had on their lives	To cook British ingredients available all year round Know how seasonal fruits are grown and processed Understand why veg. are an important part of a healthy diet Understand how seasonally produced meat can form part of a healthy diet Know how fish are caught and reared Show what you have learnt about eating a healthy diet
Assessment	Can pupils recognise products that contain lever and linkages Can pupils cut and shape materials with some precision Can explain which design they like best Can create a design for a purpose Can create moving mechanisms Can evaluate product constructively	Reflect on how telephone has changed to way people live Pupils distinguish between WWW and internet Pupils can define word reinforced Can pick out features of a material that make it suitable for a purpose Can name a British inventor & the product	Do pupils know what seasonal food is Do pupils know how fruit may be processed Do pupils know when some British veg are in season Can pupils name a variety of food products that come from animals Can pupils name nutrients in fish Can pupils explain why it is good to each seasonal food.

Y4	Autumn 1	Spring	Summer 1
Content	Seasonal Stockings / Cushions / Bag	Making Mini Greenhouses – structures	Light- Up Signs – simple electrics
Knowledge	Explore and analyse existing products Joining fabric using sewing skills Decorate fabric using sewing skills Design a Christmas Stocking Make a Christmas Stocking Evaluate finished product	Explore existing green houses Investigate stable structures Investigate materials Design a mini green house Make a mini green house Evaluate a finished product	Investigate illuminated signs Understand how LED's may be used instead of incandescent bulbs Develop ideas for an illuminated sign Select tools, equipment, materials and components for electrical sign Construct a working circuit (Investigate ways in which computers can be used to control lights)
Assessment	Can compare and contrast different stockings Can identify different sewing stitches Can use stitching for decorative purposes Use knowledge of joining stitches when designing their product Can work safely and sensibly with a range of materials Can identify what was successful with their product	Do pupils know what a green house is used for Do pupils understand the term 'stable' Can identify suitable materials for a green house Can follow specific design criteria Can amend their design to improve their product Can identify what has been successful with their design	Suggest reasons why it is helpful to illuminate signs Suggest practical reasons for using LED's Identify potential audiences and purposes for a product design Select appropriate tools and materials Recall how to make simple series circuit (Can write or edit programs to control LED's)

Y5	Autumn 1	Spring	Summer 1
Content	Building Bridges	Chinese Inventions	Fashion and Textiles
Knowledge	Explore ways pillars and beams are used to span gaps Explore ways in which trusses are used to strengthen bridges Explore ways in which arches are used to strengthen bridges Understand how suspension bridges are able to span long distances Develop criteria and design a prototype bridge Analyse and evaluate products according to design criteria	Understand 4 great inventions of China Investigate water powered machines Build and test prototype kites Design a kite Make and evaluate a kite	Investigate and analyse items made using textiles Explore ways to join textiles Design an item made from textiles Use pattern pieces to mark, measure and cut fabric Join pieces together using sewing Sew hems on an item made using textiles
Assessment	Can pupils use technical vocabulary Can pupils apply knowledge of how to strengthen and stiffen structures Can pupils build and test models to find out their strength Can pupils build a model suspension bridge Can pupils write design criteria according to a given brief Can pupils devise tests to analyse a product	Can pupils name some significant inventions Can evaluate a products (dis)advantages Can explain what a machine is Identify properties of materials Write design criteria Evaluate product based on design criteria	Can pupils identify materials used in a product Can pupils identify different sewing stitches Do pupils understand that design criteria are used by fashion designers to develop designs Can cut fabric according to a pattern Can pupils thread a needle by themselves Can pupils add detail to a product to improve it

Y6	Autumn 1	Spring	Summer 1
Content	Board Game	Burgers	Bird House Builders
	(Not Plan Bee project)		
Knowledge	Use of DT Language Develop and understanding of board game design Develop understanding of project and project outcomes Understand design progression	Explore nutrition facts Explore how to make a burger pattie Explore sauces and side dishes Explore burger buns and their suitability Plan and design a burger to make Make and evaluate a burger	To investigate the purpose and appearance of bird houses To investigate the materials and features of bird houses To practise woodwork skills Design a birdhouse for a specific bird Make a bird house Evaluate and promote a completed bird house
Assessment	Pupils state parts of the design process Pupils produce own design Pupils choose colours and materials to enhance design and explain why they were chosen Pupils evaluate product and state how it can be improved.	Do pupils know that making better food choices makes us healthier Can pupils follow a recipe Can pupils make a simple sauce Can pupils record information from tests Can pupils choose appropriate ingredients Can pupils use cooking utensils correctly	Do pupils understand that different birds require different bird house features Do pupils know what 3D diagrams are used for Can pupils follow instructions Can pupils draw diagrams of bird houses Can pupils choose appropriate materials Do pupils understand why evaluating designs and products is important