

Childhood

1 Programme of study, 1 skills and 1 knowledge statement

[Year 1](#) [Driver subject](#) [History](#) [Structures](#)



Y1

- > Build structures, exploring how they can be made stronger, stiffer and more stable.

Everyday Materials

1 Programme of study, 1 skills and 1 knowledge statement

[Year 1](#) [Driver subject](#) [Science](#) [Structures](#)



Y1

- > Build structures, exploring how they can be made stronger, stiffer and more stable.

Shade and Shelter

Expand

7 Programmes of study, 8 skills and 10 knowledge statements

[Year 1](#) [Driver subject](#) [Design and technology](#) [Compare and contrast](#) [Evaluation](#) [Everyday products](#) [Generation of ideas](#) [Materials for purpose](#) [Staying safe](#) [Structures](#)



Y1

- > 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 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.

Human Senses

2 Programmes of study, 2 skills and 2 knowledge statements

[Year 1](#) [Driver subject](#) [Science](#) [Food prep & cooking](#) [Structures](#)



Y1

- > Build structures, exploring how they can be made stronger, stiffer and more stable.
- > Use the basic principles of a healthy and varied diet to prepare dishes.

Funny Faces and Fabulous Features

2 Programmes of study, 2 skills and 2 knowledge statements

Year 1 Driver subject Art and design Cut and join Decorating textiles



- Y1 > Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Y1 > Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Bright Lights, Big City

1 Programme of study, 1 skills and 1 knowledge statement

Year 1 Driver subject Geography Structures



- Y1 > Build structures, exploring how they can be made stronger, stiffer and more stable.

Seasonal Changes

1 Programme of study, 1 skills and 1 knowledge statement

Year 1 Driver subject Science Structures



- Y1 > Build structures, exploring how they can be made stronger, stiffer and more stable.

Taxi!

5 Programmes of study, 6 skills and 8 knowledge statements

Year 1 Driver subject Design and technology Compare and contrast Evaluation Everyday products Generation of ideas Mechanisms & movement



- Y1 > Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Y1 > Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Y1 > Explore and evaluate a range of existing products.
- Y1 > Evaluate their ideas and products against design criteria.
- Y1 > Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

School Days

1 Programme of study, 1 skills and 1 knowledge statement

Year 1 Driver subject History Structures

**Y1**

> Build structures, exploring how they can be made stronger, stiffer and more stable.

Chop, Slice and Mash

 Expand

7 Programmes of study, 8 skills and 9 knowledge statements

Year 1 [Driver subject](#) [Design and technology](#) [Evaluation](#) [Food prep & cooking](#) [Generation of ideas](#) [Investigation](#) [Nutrition](#) [Origins of food](#) [Staying safe](#)



- Y1** > Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Y1** > Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Y1** > Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Y1** > Evaluate their ideas and products against design criteria.
- Y1** > Use the basic principles of a healthy and varied diet to prepare dishes.
- Y1** > Understand where food comes from.

Movers and Shakers

2 Programmes of study, 2 skills and 2 knowledge statements

Year 2 [Driver subject](#) [History](#) [Investigation](#) [Materials for purpose](#)



- Y2** > Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Y2** > Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Remarkable Recipes

 Expand

8 Programmes of study, 10 skills and 9 knowledge statements

Year 2 [Driver subject](#) [Design and technology](#) [Evaluation](#) [Food prep & cooking](#) [Generation of ideas](#) [Investigation](#) [Nutrition](#) [Origins of food](#) [Significant people](#) [Staying safe](#)



- Y2** > Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Y2** > Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Y2** > Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Y2** > Explore and evaluate a range of existing products.
- Y2** > Evaluate their ideas and products against design criteria.
- Y2** > Use the basic principles of a healthy and varied diet to prepare dishes.

Coastline

1 Programme of study, 1 skills and 1 knowledge statement

Year 2 [Driver subject](#) [Geography](#) [Structures](#)



Y2 > Build structures, exploring how they can be made stronger, stiffer and more stable.

Beach Hut

6 Programmes of study, 6 skills and 6 knowledge statements

Year 2 Driver subject Design and technology Evaluation Generation of ideas Investigation Materials for purpose Structures



Y2 > Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Y2 > Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Y2 > Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
Y2 > Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Y2 > Evaluate their ideas and products against design criteria.
Y2 > Build structures, exploring how they can be made stronger, stiffer and more stable.

Magnificent Monarchs

1 Programme of study, 1 skills and 1 knowledge statement

Year 2 Driver subject History Materials for purpose



Y2 > Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Cut, Stitch and Join

6 Programmes of study, 10 skills and 13 knowledge statements

Year 2 Driver subject Design and technology Compare and contrast Cut and join Decorating textiles Evaluation Everyday products Generation of ideas Investigation Materials for purpose Significant people



Y2 > Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Y2 > Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Y2 > Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
Y2 > Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Y2 > Explore and evaluate a range of existing products.
Y2 > Evaluate their ideas and products against design criteria.

Push and Pull

4 Programmes of study, 4 skills and 9 knowledge statements

Year 2 Driver subject Design and technology Evaluation Everyday products Materials for purpose Mechanisms & movement



- Y2 > Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Y2 > Explore and evaluate a range of existing products.
- Y2 > Evaluate their ideas and products against design criteria.
- Y2 > Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

Cook Well, Eatwell

8 Programmes of study, 8 skills and 10 knowledge statements

Expand

Year 3 Driver subject Design and technology Evaluation Food prep & cooking Generation of ideas Nutrition Origins of food Significant people Staying safe



- Y3 > 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.
- Y3 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y3 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y3 > Understand how key events and individuals in design and technology have helped shape the world.
- Y3 > Understand and apply the principles of a healthy and varied diet.
- Y3 > Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Making It Move

7 Programmes of study, 7 skills and 9 knowledge statements

Expand

Year 3 Driver subject Design and technology Evaluation Everyday products Generation of ideas Investigation Materials for purpose Mechanisms & movement



- Y3 > 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.
- Y3 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y3 > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Y3 > 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.
- Y3 > Investigate and analyse a range of existing products.
- Y3 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Beautiful Botanicals

2 Programmes of study, 2 skills and 2 knowledge statements

Year 3 Driver subject Art and design Cut and join Decorating textiles



- Y3 > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Y3 > 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.

Greenhouse

8 Programmes of study, 8 skills and 12 knowledge statements

Expand

Year 3 Driver subject Design and technology Compare and contrast Evaluation Everyday products Generation of ideas Investigation Materials for purpose Structures



- Y3 > 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.
- Y3 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y3 > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Y3 > 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.
- Y3 > Investigate and analyse a range of existing products.
- Y3 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



Fresh Food, Good Food

11 Programmes of study, 11 skills and 14 knowledge statements

Expand

Year 4 **Driver subject** **Design and technology** **Evaluation** **Everyday products** **Food prep & cooking** **Generation of ideas** **Materials for purpose** **Nutrition** **Origins of food** **Significant people** **Staying safe** **Structures**



- Y4 > 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.
- Y4 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y4 > 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.
- Y4 > Investigate and analyse a range of existing products.
- Y4 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y4 > Understand how key events and individuals in design and technology have helped shape the world.



Warp and Weft

1 Programme of study, 1 skills and 2 knowledge statements

Year 4 **Driver subject** **Art and design** **Materials for purpose**



- Y4 > 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.

Misty Mountain, Winding River

2 Programmes of study, 2 skills and 2 knowledge statements

Year 4 **Driver subject** **Geography** **Everyday products** **Materials for purpose**



- Y4 > 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.
- Y4 > Investigate and analyse a range of existing products.

Functional and Fancy Fabrics

7 Programmes of study, 10 skills and 14 knowledge statements

Expand

Year 4 **Driver subject** **Design and technology** **Compare and contrast** **Cut and join** **Decorating textiles** **Evaluation** **Everyday products** **Generation of ideas** **Investigation** **Materials for purpose** **Significant people**



- Y4 > 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.
- Y4 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y4 > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Y4 > 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.
- Y4 > Investigate and analyse a range of existing products.
- Y4 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



Electrical Circuits and Conductors

6 Programmes of study, 7 skills and 9 knowledge statements

Year 4 Driver subject Science Compare and contrast Electricity Evaluation Everyday products Generation of ideas Use of ICT



- Y4 > 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.
- Y4 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y4 > Investigate and analyse a range of existing products.
- Y4 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y4 > Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).
- Y4 > Apply their understanding of computing to program, monitor and control their products.

Tomb Builders

3 Programmes of study, 3 skills and 7 knowledge statements

Year 4 Driver subject Design and technology Evaluation Materials for purpose Mechanisms & movement



- Y4 > 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.
- Y4 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y4 > Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).

Moving Mechanisms

6 Programmes of study, 7 skills and 12 knowledge statements

Year 5 Driver subject Design and technology Compare and contrast Evaluation Investigation Materials for purpose Mechanisms & movement Staying safe Structures



- Y5 > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Y5 > 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.
- Y5 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y5 > Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Y5 > Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
- Y5 > Critique, evaluate and test their ideas and products and the work of others.

Sow, Grow and Farm

1 Programme of study, 1 skills and 1 knowledge statement

Year 5 Driver subject Geography Origins of food



Y5 > Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Eat the Seasons

3 Programmes of study, 3 skills and 7 knowledge statements

Year 5 Driver subject Design and technology Food prep & cooking Nutrition Origins of food



Y5 > Understand and apply the principles of a healthy and varied diet.
Y5 > Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Y5 > Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Mixed Media

2 Programmes of study, 2 skills and 2 knowledge statements

Year 5 Driver subject Art and design Cut and join Decorating textiles



Y5 > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
Y5 > 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.

Architecture

7 Programmes of study, 7 skills and 9 knowledge statements

Year 5 Driver subject Design and technology Evaluation Everyday products Generation of ideas Materials for purpose Significant people Structures



Y5 > 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.
Y5 > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Y5 > 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.
Y5 > Investigate and analyse a range of existing products.
Y5 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Y5 > Understand how key events and individuals in design and technology have helped shape the world.

Expand

Food for Life

5 Programmes of study, 6 skills and 12 knowledge statements

Year 6 Driver subject Design and technology Compare and contrast Evaluation Everyday products Food prep & cooking Nutrition Origins of food



Y6 > Investigate and analyse a range of existing products.
Y6 > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Y6 > Understand and apply the principles of a healthy and varied diet.
Y6 > Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Y6 > Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Electrical Circuits and Components

6 Programmes of study, 7 skills and 7 knowledge statements

Year 6 **Driver subject** **Science** **Electricity** **Evaluation** **Generation of ideas** **Staying safe** **Use of ICT**



- Y6** > 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.
- Y6** > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y6** > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y6** > Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).
- Y6** > Apply their understanding of computing to program, monitor and control their products.
- Y6** > Critique, evaluate and test their ideas and products and the work of others.

Engineer

7 Programmes of study, 8 skills and 11 knowledge statements

Expand

Year 6 **Driver subject** **Design and technology** **Compare and contrast** **Evaluation** **Everyday products** **Generation of ideas** **Materials for purpose** **Significant people** **Structures**



- Y6** > 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.
- Y6** > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Y6** > 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.
- Y6** > Investigate and analyse a range of existing products.
- Y6** > Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Y6** > Understand how key events and individuals in design and technology have helped shape the world.

Make Do and Mend

3 Programmes of study, 6 skills and 10 knowledge statements

Year 6 **Driver subject** **Design and technology** **Compare and contrast** **Cut and join** **Decorating textiles** **Everyday products** **Investigation** **Materials for purpose**



- Y6** > Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Y6** > 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.
- Y6** > Investigate and analyse a range of existing products.