**Design Technology**

*“Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it’s really how it works.” Steve Jobs (Apple Inc)*

**How design technology links to the ethos and values of Green Lane**

*“If I try my best and fail, well I’ve tried my best.” Steve Jobs (Apple Inc)*

At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, 10:10) and developing young people who can flourish in all areas of their lives. Through our DT curriculum we aim to help children develop their creativity, understand their culture and contribute towards the well-being of the nation (DFE, 2014).

**A character education for design technology (CAUGHT)**

*“As an architect, you design for the present, with an awareness of the past, for a future which is essentially unknown.” Norman Foster*

Through design technology the children can learn to take risks, becoming **inspiring**, imaginative, innovative, enterprising and accomplished people. Through the **honest** evaluation of past and present design and technology, they can develop a critical understanding of its impact on daily life and the wider world (DFE, 2014). We aim to teach the children to be supportive and **nurturing** towards each other by giving them opportunities to work together on projects or by **honestly** evaluating their peers’ creations, thinking of ways they could be improved. The children will develop their understanding of the needs of others in order to design **inclusive** products and also develop their knowledge of the sustainability of products and where they come from, reinforcing their **care** for the environment.

**Our vision for Design Technology**

“*All I ever wanted to do was make food accessible to everyone; to show that you can make mistakes – I do all the time – but it doesn’t matter.” Jamie Oliver*

At Green Lane we intend to provide lots of opportunities for children to learn, apply and strengthen essential skills they need to design, make, and evaluate a product for a specified purpose. We hope that the children can be **inspired** to draw on a broad range of skills and subject knowledge from other subjects such as maths, science, computing and art in order to design and create products that will solve real and relevant problems in a variety of contexts; becoming **inclusive** by considering not just their own needs and values, but those of others too.

**Pupil voices**

“It’s fun and kind to make things that help others.” Freya

“It helps me learn because if we didn’t have design technology we wouldn’t have things like ipads, studyladder and other apps and things like cars because people wouldn’t have learnt how to make them.” Noni

**How do we teach design technology at Green Lane? (TAUGHT)**

*“I used to think that art and science were separate subjects, but as I’ve got older I’ve concluded that science is art with rule and engineering is just science with a budget, Engineering is as creative as composing music, and everyone should have a chance to be a part of it.” Neil Patterson (Chief Engineer, McLaren)*

At Green Lane, DT will be taught as a discrete subject and through other subjects such as science, history, geography, ICT. In Foundation Stage, the children develop essential basic skills in design and technology which prepares them for the transition into Year 1. This is by the teacher creating many opportunities for the children to carry out DT related activities across all areas of learning.

There are 5 categories that the skills in the curriculum are split into: Structures, Mechanisms, Textiles, Cooking and Nutrition and Electrical Systems[[1]](#footnote-1). These in turn will be taught in a rolling programme[[2]](#footnote-2) across Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to ensure the children gain the skills they need and can be adapted to work within topics and mixed year groups.

From Year 1 upwards, the children will engage in 3 DT units a year which will involve the children:

* **Designing**

The children will:

* Explore products linked to their project.
* Carry our research regarding the product they are going to make to they can use this to support the design of their product.
* Draw/sketch their design and annotate this with information about it such as what features they have included and what materials, tools and skills they will need to practise before making the product.
* **Making**

The children will then make their product.

* **Evaluating**

The children will be given the opportunity to not only evaluate the effectiveness of their product but also the skills they have used to make it.

* **Technical Knowledge/Skills**

The children will engage in a practical activity of practising the technical knowledge or skill they will need to use when making their product. This could be a new skill or one previously learnt but may still require more practise.

* **Cooking and Nutrition**

The children will be given the opportunity to not only explore a variety of different foods and where they come from, but also learn about the principles off a healthy and varied diet. They will also engage in the practical element of designing and producing a variety of dishes using a range of cooking techniques.

**Design technology skills and knowledge taught for each year group**

By the end of Key Stage One, it is expected that the children will be able to:

* Explain their ideas through talking, drawing, ICT and templates.
* Select the tools, materials and techniques they need according to their characteristics.
* Evaluate their ideas and products against a specified design criterion.
* Explain how structures can be made stronger and use mechanisms such as wheels and levers in their products.
* Understand where their food comes from and how to plan for a healthy and varied diet.

By the end of Key Stage Two, it is expected that the children will be able to:

* 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 a wider range of tools, materials and techniques they need according to their functional properties and aesthetic properties.
* Evaluate their ideas and products against their own design criteria, take on board the views of others to improve their work.
* Use their knowledge of how structures can be made stronger, mechanisms (such as pulleys, gears etc) and electrical systems to build more complex structures.
* Use their knowledge to prepare and cook a variety of dishes using a range of techniques.
* Understand when, where and how a variety of ingredients are grown, nurtured, caught, manufactured etc

See progression tables attached for breakdown of skills for each year group.

**Measuring Impact (SOUGHT)**

Evidence of children’s knowledge and skills will be found through:

* Children’s work in books
* End product
* Displays
* Language they use verbally

**Progression Table****:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Structure |  | I can have my own ideas and plan what to do next.I can explain what I want to do and describe how I may do it.I can describe design using pictures, words, models, diagrams, begin to use ICT.I can explain what I am making and why it fits the purpose.I can make suggestions as to what I need to do next. I can choose best tools and materials, and explain choices.I can describe what went well, thinking about design criteria I can talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinionI can evaluate how good existing products areI can talk about what I would do differently if I were to do it again and whyI can measure materials.I can describe some different characteristics of materials.I can join materials in different ways.I can use joining, rolling or folding to make it stronger.I can use own ideas to try to make product stronger.This unit provides ample opportunities to reflect and consider: * How we can be **inspired** by things that have been created and how we can **inspire** others with our own ideas.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.

Being **caring** towards others by sharing tools/equipment | I can begin to research others’ needsI can show design meets a range of requirementsI can describe purpose of productI can follow a given design criteriaI have at least one idea about how to create productI can describe design using an accurately labelled sketch and wordsI can make design decisionsbegin to use computers to show designI can select suitable tools/equipment, explain choices; begin to use them accuratelyI can select appropriate materials, fit for purpose. I can work through plan in orderI can consider how good product will beI can begin to measure, mark out, cut and shape materials/components with some accuracyI can begin to assemble, join and combine materials and components with some accuracyI can begin to apply a range of finishing techniques with some accuracyI can look at design criteria while designing and makingI can use design criteria to evaluate finished productI can say what I would change to make design betterI can begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purposeI can begin to understand by whom, when and where products were designed I can learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking productsI can use appropriate materialsI can work accurately to make cuts and holesI can join materialsI can begin to make strong structuresThis unit provides ample opportunities to reflect and consider: * How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others.

Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan. |  | I can begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purposeI can create own design criteriaI can have a range of ideasI can produce a logical, realistic plan and explain it to others.I can use cross-sectional planning and annotated sketches I can make design decisions considering time and resources.I can clearly explain how parts of product will work.I can model and refine design ideas by making prototypes and using pattern pieces.I can use computer-aided designsI can use selected tools/equipment with good level of precisionI can produce suitable lists of tools, equipment / materials neededI can select appropriate materials, fit for purpose; explain choices, considering functionalityI can create and follow detailed step-by-step planI can explain how product will appeal to an audienceI can mainly accurately measure, mark out, cut and shape materials/componentsI can mainly accurately assemble, join and combine materials/componentsI can mainly accurately apply a range of finishing techniques I can use techniques that involve a small number of stepsI can begin to be resourceful with practical problemsI can evaluate ideas and finished product against specification, considering purpose and appearance. I can evaluate and discuss existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purposeI can research how sustainable materials are I can talk about some key inventors / designers / engineers / chefs / manufacturers of ground-breaking productsI can measure carefully to avoid mistakesI can attempt to make product strong I can continue working on product even if original didn’t workI can make a strong, stiff structureThis unit provides ample opportunities to reflect and consider: * How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.
* **Caring** for the environment and being **honest** about our use of materials/recycling.

**Nurturing** an understanding of our impact on the planet. |   |
| Mechanism | I have my own ideasI can explain what I want to doI can explain what my product is for, and how it will workI can use pictures and words to plan, begin to use modelsI can design a product for myself following design criteriaI can research similar existing productsI can explain what I’m making and whyI can consider what I need to do nextI can select tools/equipment to cut, shape, join, finish and explain choices I can choose suitable materials and explain choicesI can try to use finishing techniques to make product look goodI can talk about my work, linking it to what I was asked to doI can talk about existing products considering: use, materials, how they work, audience, where they might be usedI can talk about existing products, and say what is and isn’t good I can talk about things that other people have madeI can begin to talk about what could make product betterI am beginning to use levers or slidesThis unit provides ample opportunities to reflect and consider: * How we can be **inspired** by things that have been created and how we can **inspire** others with our own ideas.
* Being **caring** towards others by sharing tools/equipment
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.

Being **nurturing** towards others by listening to their ideas and making suggestions. | I can have my own ideas and plan what to do nextI can explain what I want to do and describe how I may do it I can explain purpose of product, how it will work and how it will be suitable for the user I can describe design using pictures, words, models, diagrams, begin to use ICTI can design products for myself and others following design criteriaI can choose best tools and materials, and explain choices.I can use knowledge of existing products to produce ideas.I can explain what I am making and why it fits the purpose.I can make suggestions as to what I need to do next. I can join materials / components together in different ways.I can describe which tools I’m using and whyI can choose suitable materials and explain choices depending on characteristics.I can describe what went well, thinking about design criteria I can talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion I can evaluate how good existing products areI can talk about what I would do differently if I were to do it again and whyI can use levers or slidersI am beginning to understand how to use wheels and axles.This unit provides ample opportunities to reflect and consider: * How we can be **inspired** by things that have been created and how we can **inspire** others with our own ideas.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.

Being **caring** towards others by sharing tools/equipment | I can begin to research others’ needsI can follow a given design criteriaI have at least one idea about how to create productI can describe design using an accurately labelled sketch and wordsI can make design decisionsI can explain how product will workI can make a prototypeI can begin to use computers to show designI can select suitable tools/equipment, explain choices; begin to use them accuratelyI can select appropriate materials, fit for purpose. I can work through plan in orderI can consider how good product will beI can begin to assemble, join and combine materials and components with some accuracyI can begin to apply a range of finishing techniques with some accuracyI can look at design criteria while designing and makingI can use design criteria to evaluate finished productI can say what I would change to make design betterI can begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purposeI can begin to understand by whom, when and where products were designedI can learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking productsI can select appropriate tools / techniquesI can alter product after checking, to make it betterI can begin to try new/different ideasI can use simple lever and linkages to create movementThis unit provides ample opportunities to reflect and consider: * How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others.

Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan. |  | I can use internet and questionnaires for research and design ideasI can take a user’s view into account when designingI can create own design criteriaI can have a range of ideasI can produce a logical, realistic plan and explain it to others.I can make design decisions considering time and resources.I can clearly explain how parts of product will work.I can model and refine design ideas by making prototypes and using pattern pieces.I can use computer-aided designsI can use selected tools/equipment with good level of precisionI can produce suitable lists of tools, equipment / materials neededI can create and follow detailed step-by-step planI can explain how product will appeal to an audienceI can mainly accurately measure, mark out, cut and shape materials/componentsI can mainly accurately assemble, join and combine materials/componentsI can mainly accurately apply a range of finishing techniques I can use techniques that involve a small number of stepsI can evaluate ideas and finished product against specification, considering purpose and appearance. I can evaluate and discuss existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purposeI can test and evaluate final productI can begin to evaluate how much products cost to make and how innovative they areI can research how sustainable materials are I can talk about some key inventors / designers / engineers / chefs / manufacturers of ground-breaking productsI can select most appropriate tools / techniques I can explain alterations to product after checking itI can grow in confidence about trying new / different ideas. I can use levers and linkages to create movementI can use pneumatics to create movement* **honest** in our plans/decisions/evaluations and with ourselves if something hasn’t gone quite to plan.
* Being **nurturing** towards others by listening to their ideas and making suggestions.
* How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others.

**Caring** for the environment and being **honest** about our use of materials/recycling. |  |
| Textiles | I have my own ideasI can use pictures and words to plan, begin to use modelsI can design a product for myself following design criteriaI can explain what I’m making and whyI can select tools/equipment to cut, shape, join, finish and explain choices I can measure, mark out, cut and shape, with supportI can choose suitable materials and explain choicesI can try to use finishing techniques to make product look goodI can talk about my work, linking it to what I was asked to doI can talk about existing products considering: use, materials, how they work, audience, where they might be usedI can begin to talk about what could make product betterI can measure, cut and join textiles to make a product, with some support I can choose suitable textilesThis unit provides ample opportunities to reflect and consider: * How we can be **inspired** by things that have been created and how we can **inspire** others with our own ideas.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.
* Being **caring** towards others by sharing tools/equipment
 |  |  | I can use research for design ideasI can show design meets a range of requirements and is fit for purposeI can have at least one idea about how to create product and suggest improvements for design.I can produce a plan and explain it to othersI can include an annotated sketchI can make and explain design decisions considering availability of resourcesI can select appropriate materials, fit for purpose; explain choicesI can realise if product is going to be good qualityI can measure, mark out, cut and shape materials/components with some accuracyI can assemble, join and combine materials and components with some accuracyI can apply a range of finishing techniques with some accuracyI can refer to design criteria while designing and making I can use criteria to evaluate productI can begin to explain how I could improve original designI can evaluate existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purposeI can discuss by whom, when and where products were designedI can research whether products can be recycled or reusedI can know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking productsI can think about user when choosing textilesI can think about how to make product strongI can begin to devise a templateI can explain how to join things in a different wayI can understand that a simple fabric shape can be used to make a 3D textiles projectThis unit provides ample opportunities to reflect and consider: * How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.

**Caring** for the environment and being **honest** about our use of materials/recycling. |  | I can draw on market research to inform designI can use research of user’s individual needs, wants, requirements for designI can identify features of design that will appeal to the intended userI can create own design criteria and specificationI can come up with innovative design ideasI can follow and refine a logical plan.I can use annotated sketches, cross-sectional planning and exploded diagrams I can make design decisions, considering, resources and costI can use computer-aided designsI can produce suitable lists of tools, equipment, materials needed, considering constraintsI can select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics I can create, follow, and adapt detailed step-by-step plansI can explain how product will appeal to audience; make changes to improve qualityI can accurately measure, mark out, cut and shape materials/componentsI can accurately assemble, join and combine materials / componentsI can accurately apply a range of finishing techniquesI can use techniques that involve a number of stepsI can keep checking design is best it can be. I can evaluate ideas and finished product against specification, stating if it’s fit for purposeI can do thorough evaluations of existing products considering: how well they’ve been made, materials, whether they work, how they’ve been made, fit for purposeI can evaluate how much products cost to make and how innovative they are I can research and discuss how sustainable materials are I can discuss some key inventors / designers / engineers / chefs / manufacturers of ground-breaking productsI can think about user’s wants/needs and aesthetics when choosing textilesI can make product attractive and strongI can make a prototypeI can use a range of joining techniquesI can think about how product might be soldI can think carefully about what would improve productI can understand that a single 3D textiles project can be made from a combination of fabric shapes.This unit provides ample opportunities to reflect and consider: * How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others and **inspire** others with our own ideas.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.
* **Caring** for the environment and being **honest** about our use of materials/recycling.

**Nurturing** an understanding of our impact on the planet. |
| Electricity | N/A | N/A |  | I can begin to create own design criteriaI can have at least one idea about how to create product and suggest improvements for design.I can produce a plan and explain it to othersI can say how realistic plan is.I can include an annotated sketchI can make and explain design decisions considering availability of resourcesI can explain how product will workI can make a prototypeI can begin to use computers to show design I can select suitable tools and equipment, explain choices in relation to required techniques and use accuratelyI can select appropriate materials, fit for purpose; explain choicesI can work through plan in order.I can realise if product is going to be good qualityI can measure, mark out, cut and shape materials/components with some accuracyI can assemble, join and combine materials and components with some accuracyI can apply a range of finishing techniques with some accuracyI can refer to design criteria while designing and making I can use criteria to evaluate productI can begin to explain how I could improve original designI can discuss by whom, when and where products were designedI can know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking productsI can use number of components in circuitI can program a computer to control productThis unit provides ample opportunities to reflect and consider: * Being **honest** in our decisions/evaluations and with ourselves if something hasn’t gone quite to plan.

How we can be **inspired** by the work of others |  | I can use research of user’s individual needs, wants, requirements for designI can identify features of design that will appeal to the intended userI can come up with innovative design ideasI can follow and refine a logical plan.I can use annotated sketches, cross-sectional planning and exploded diagramsI can clearly explain how parts of design will work, and how they are fit for purposeI can independently model and refine design ideas by making prototypes and using pattern piecesI can use selected tools and equipment preciselyI can produce suitable lists of tools, equipment, materials needed, considering constraintsI can select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics I can create, follow, and adapt detailed step-by-step plansI can explain how product will appeal to audience; make changes to improve qualityI can accurately measure, mark out, cut and shape materials/componentsI can accurately assemble, join and combine materials / componentsI can accurately apply a range of finishing techniquesI can use techniques that involve a number of stepsI can be resourceful with practical problemsI can evaluate quality of design while designing and making; is it fit for purpose?I can keep checking design is best it can be. I can evaluate ideas and finished product against specification, stating if it’s fit for purposeI can test and evaluate final product; explain what would improve it and the effect different resources may have hadI can do thorough evaluations of existing products considering: how well they’ve been made, materials, whether they work, how they’ve been made, fit for purposeI can evaluate how much products cost to make and how innovative they are I can research and discuss how sustainable materials are I can consider the impact of products beyond their intended purposeI can discuss some key inventors / designers / engineers / chefs / manufacturers of ground-breaking productsI can use different types of circuit in productI can think of ways in which adding a circuit would improve productI can program a computer to monitor changes in environment and control productThis unit provides ample opportunities to reflect and consider: * How we can be **inclusive** by thinking of others’ needs.
* How we can be **inspired** by the work of others and **inspire** others with our own ideas.
* Being **honest** in our evaluations and with ourselves if something hasn’t gone quite to plan.
* Being **nurturing** towards others by listening to their ideas and making suggestions.
* **Caring** for the environment and being **honest** about our use of materials/recycling.

**Nurturing** an understanding of our impact on the planet. |
| Cooking & Nutrition | I am beginning to understand that all food comes from plants or animals. I can explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. I am starting to understand how to name and sort foods into the five groups in ‘The Eat well plate’ I am beginning to understand that everyone should eat at least five portions of fruit and vegetables every day. I know how to prepare simple dishes safely and hygienically, without using a heat source. I know how to use techniques such as cutting, peeling and grating. | I understand that all food comes from plants or animals.I know that food has to be farmed, grown elsewhere (e.g. home) or caught. I understand how to name and sort foods into the five groups in ‘The Eat well plate’ I know that everyone should eat at least five portions of fruit and vegetables every day. I can demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. I can demonstrate how to use techniques such as cutting, peeling and grating. | I am starting to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. I understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. I am beginning to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.I am starting to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eat well plate’ I am beginning to know that to be active and healthy, food and drink are needed to provide energy for the body. | I understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. I understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. I know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. I know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eat well plate’ I know that to be active and healthy, food and drink are needed to provide energy for the body. | I understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. I am beginning to understand that seasons may affect the food available. I understand how food is processed into ingredients that can be eaten or used in cooking.I know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. I am starting to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. I am beginning to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. | I know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. I understand that seasons may affect the food available. I understand how food is processed into ingredients that can be eaten or used in cooking. I know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. I understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. I know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.  |

**Exemplar Topic Plan:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year** |  |  |  |
| **Key Stage 1** | **1** | TextilesStitches – puppets (History link to toys) | MechanismsSliders and levers - Moving pictures | Cooking & NutritionHealthy Lunchbox |
| **2** | StructuresFreestanding structures (Science link to everyday materials topic) | MechanismsWheels and axles (History link to trains) | Cooking & NutritionDesign a salad (Science Link) |
| **Lower Key Stage 2** | **3** | StructuresShell Structures | MechanismsLevers and Linkages or Pneumatics (possible Science link to forces topic) | Cooking & NutritionGreek Yogurt (Geography/history link to Greece) |
| **4** | Textiles Roman-style drawstring money purse | Electrical SystemsSimple circuits (science link) | Cooking & NutritionCould link to Italy topic in autumn or Americas topic (Mexican food??)  |
| **Upper Key Stage 2** | **5** | StructuresFrame Structures | MechanismsPulleys & Gears or Cams | Cooking & NutritionCelebrating Seasonality & Culture – Soup using seasonal ingredients from different cultures |
| **6** | Textiles | Electrical SystemsCar Alarms | Cooking & NutritionBake a difference – Gingerbread (Geography Fair Trade Link) |

1. KS2 category only [↑](#footnote-ref-1)
2. See exemplar Long Term Plan [↑](#footnote-ref-2)