

Design & Technology Curriculum Principles

Vision Our Design and Technology (DT) curriculum has been designed to inspire and motivate children through developing ideas and creating high quality products, based on a progressive understanding of how things work. The importance of design and technology in our everyday lives is taught through studies of designers and their work. Lessons enable children to utilise their growing knowledge, skills and creativity practically. They are able to evaluate with confidence and change their designs and products, understanding that this is part of the design process. Children are prepared for the future and the part that Design and Technology will play in their lives.

Subject Leader Rationale Our Design and Technology curriculum has been written and structured to ensure that our children have opportunities to evaluate existing items as well as design and make high quality products, which are both functional and appealing. The disciplines within our Design and Technology curriculum have been structured across the key stages to ensure that our children have opportunities to apply, embed and enhance their technical knowledge and skills throughout their time at Leckhampton. The evaluating process allows our children to think like a designer. Our children are provided with opportunities to explore the purpose, functionality and aesthetic qualities of existing products and the work of other designers. This strand of the curriculum also encourages our children to evaluate the suitability of chosen materials. In upper key stage 2, our children will begin to explore how environmental issues have and will continue to impact the design industry and product design. We have ensured that cooking and nutrition is taught in each year group to ensure key skills are embedded and built upon; equipping our children with the essential life skills needed to prepare nutritional meals, understand the importance of seasonality and to live a healthy life.

Essential Knowledge has been carefully sequenced and repeated across the strands so that pupils remember what they have been taught. Consequently, pupils build strong foundations on which more complex concepts and ideas can be built. Essential knowledge forms the key learning outcomes which are mapped across the strands and re-visited regularly both within and across subsequent years. Key subject specific vocabulary for each year group is identified to further support this process. Art/DT is taught weekly to aid the retention of this essential knowledge. As pupils become more confident with new knowledge and skills, they are given opportunities to compare and contrast and apply their disciplinary knowledge.

Disciplinary Knowledge is progressively mapped out to equip pupils with the necessary knowledge and skills to be able to think like a designer. Disciplinary knowledge is developed through key questions such as: What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? (Is the product environmentally friendly?). Disciplinary knowledge is highlighted in green across the curricular map.

Characteristics of Effective Learning

We aim to ensure that our pupils experience “wow” moments in their learning and we know this happens more frequently when pupils are given opportunities to discover and find things out for themselves. Our curriculum has been designed so that pupils are able to use and apply their skills and knowledge in creative and interesting ways. As pupils move through each stage of their learning journey and develop more of an understanding of the world in which they live, pupils are taught and encouraged to use the following skills and characteristics;

Curiosity Questioning Analysing Researching Perseverance Problem solving Thinking critically Creativity Cooperation

Design and Technology

Year 1

How to think like a designer; What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? Is the product environmentally friendly?

Strands of Learning	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Vocabulary	Purpose, functional, appealing Design, mock-up, design criteria Evaluate, research, analyse Stronger, stiffer, stable Joining, hammer, nail, wood glue, materials, tools				
Autumn	<p>To design a functional and appealing product based on given design criteria (book end).</p> <p>To discuss and generate a mock-up of their design using card, glue and tape (fold up).</p> <p>To create a decorative initials design to be created on a piece of off cut wood. Think about: size of off cut, media (paint, pens etc), colours.</p> <p>To identify the most suitable joining technique (hammer and nails and wood glue).</p>	<p>To make a book end using pre-cut pieces of wood including a bracing piece of wood (off cuts) to add decorative design.</p>  <p>To use a hammer and nail and wood glue to join wood together.</p>	<p>To research and evaluate existing products (book ends). What material is it made out of? Why?</p> <p>To understand the purpose of a book end (strong, stable, support/hold books upright).</p> <p>To evaluate their card mock up design. Is it appealing? How will it be joined?</p> <p>To begin to explore and understand how structures can be made stronger, stiffer and more stable (joining techniques and bracing piece of wood with decorative design).</p>	<p>To use Tap Tap Art to practise using a hammer and nail.</p> <p>To learn how to use a hammer and nail safely with adult supervision (introduced in small groups).</p> <p>To begin to understand the terms purpose, functional and appealing.</p>	

			To analyse and select the most suitable materials and tools (variety of joining materials to select from – which is the most suitable? Pritt stick, masking tape, cello tape, stapler, nails, wood glue).		
Vocabulary	Lightweight, strong, handle Fabric, cotton, ribbon, denim, wool, calico, binca Knot, sew, thread, needle, running stitch				
Spring *Art Link* Printing in Spring – joint final product. Joining/ threading techniques.	To design a bag that is functional and appealing. To draw their bag design using a given template. To label bag design (chosen material for handle, colours of repeating pattern, bag fabric, running stitch).	To use a given template to make a bag in calico. To measure the seam of the bag using a ruler with adult support. To sew using a running stitch with adult support.	To research and evaluate a variety of existing products (bags) to create design criteria - lightweight, strong, handle. To analyse and select the most suitable fabric/s for the handle of their bag based on whether it is functional and appealing – ribbon, rope, wool, denim, cotton etc.	Revisit the terms functional and appealing. To practise tying a knot at the end of thread and threading a needle with support. To find time to revisit skills (string to knot in drawer, use strips of laminating plastic waste with holes in to practise threading). To use cotton binca to practise a running stitch (introduce with small groups). To practise a running stitch on a variety of fabrics and to join two pieces together. To measure the seam of their bag with adult support.	
Vocabulary	Fruit and vegetable Root, stem, flower, leaf, fruit, seed Cut, boil, mix, Knife, Hob, Hygiene, safety Ingredients, recipe				

<p>Summer</p>				<p>To know how to use a knife safely to cut fruit and vegetables with adult supervision.</p> <p>To know how to use a hob safely to boil potatoes with adult supervision.</p> <p>To learn how to cut, boil and mix with adult supervision.</p> <p>To understand the importance of hygiene (washing hands) before cooking.</p>	<p>To know where food comes from (eggs, milk, cheese, butter, yoghurt).</p> <p>To know that fruit and vegetables come from different parts of plants. Provide examples of each.</p> <ul style="list-style-type: none"> - Roots: carrot, parsnips and radishes. - Flowers: broccoli and cauliflower. - Leaves: cabbage and lettuce. - Stems: celery, rhubarb and asparagus. - Fruits: strawberry, apples and pea pods. <p>Visit to Primrose Vale Farm Shop (PYO).</p> <p>Make a fruit salad to practise how to use a knife safely. Make potato salad using produce grown in the kitchen garden (potatoes and chives).</p> <p>Use bag made in Spring to carry gardening tools to the kitchen garden.</p> <p>Begin to create a class recipe folder which will be added to each year.</p>
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Year 2

How to think like a designer; What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? Is the product environmentally friendly?

Strands of Learning	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Vocabulary	Peel, blend, weigh, measure, scales, Meat/ fish				
Autumn *ART LINK* - create sculpture using everyday/ recycled materials – joining techniques (see Art Plan).				<p>To know how to use a peeler safely with adult supervision.</p> <p>Revise how to use a knife to cut and a hob to boil safely with greater independence.</p> <p>To know how to use a food blender to blend the soup with adult supervision.</p> <p>Begin to introduce how to measure ingredients with support (stock).</p> <p>To understand the importance of hygiene (washing hands and hair tied up) before cooking.</p>	<p>Revisit the parts of a plant different fruit and vegetables come from (Year 1).</p> <p>To know where different types of meat and fish come from. Beef (burgers / steak) - cows. Sausages, bacon, gammon and pork - pigs. Chicken - chickens. Lamb - sheep Tuna - tuna. Fish in fish fingers - cod/haddock.</p> <p>Provide children with a basic soup recipe. As a class decide which ingredients to include. Make a soup using some produce grown in the kitchen garden (potatoes – planted by Year 1 in Spring, onions, herbs).</p> <p>Add soup recipe to the recipe folder.</p>

Vocabulary	Purposeful, mood board, labelled drawing, variety of fabric names, back stitch, hem				
Spring	<p>To create a mood board for inspiration (style of apron, colour, fabric from ties etc).</p> <p>To design an apron that is purposeful, functional and appealing based on design criteria.</p> <p>To create a labelled drawing of their apron design (fabric, colour, full length/ pinny, pocket, running or back stitch etc.)</p>	<p>To create an apron that is fit for purpose.</p> <p>To use a running stitch to hem fabric.</p> <p>To use a back stitch to attach ties (and a pocket?).</p>	<p>To research and evaluate a variety of existing products (aprons). Provide examples of apron designs over history. How have they changed? Why?</p> <p>To analyse and select from a variety of fabrics for the ties and pocket of their apron.</p>	<p>Revisit sewing skills taught in Year 1.</p> <p>To tie a knot at the end of thread and thread a needle with greater independence.</p> <p>Revise how to sew a running stitch on binca.</p> <p>To use binca to introduce and practise sewing a back stitch.</p> <p>To practise a back stitch on a variety of fabrics and to join two pieces together.</p> <p>To learn how to hem fabric with adult support.</p> <p>To measure fabric with greater independence.</p>	
Vocabulary	Wheel, axles, dowels, axle brackets, mechanisms, variety of materials and tools, staple, hot glue (glue gun), joining				
Summer	<p>Children will all start with the same size pieces of wood to form the basic structure of the trug/trolley.</p> <p>To use criteria to design a wooden trug/trolley that is purposeful, functional and appealing in small groups.</p> <p>To design trugs/trolleys through discussion and</p>	<p>To build their trugs/ trolleys using wood (some pre-cut and some will need sawing) in small groups.</p> <p>To attach their handle/ wheels and axles using appropriate joining techniques (hammer and nails, stapler, glue gun (hot glue).</p>	<p>To research and explore a variety of existing products to create design criteria – provide examples of trugs (handles) and trolleys (wheels/axles). Visit to local garden centre.</p> <p>To understand the purpose of a wooden trug/trolley – to transport objects, strong, stable</p>	<p>Revisit how to use a hammer and nails safely.</p> <p>To learn how a wheel and axles work (use TTS construction set).</p> <p>To use a hammer and nails with greater independence but with adult supervision.</p>	

	<p>labelled drawings (handle or wheels/axles, chosen material for handle, size of wheels, joining techniques (hammer and nails/ staples)).</p>		<p>To research how objects have been moved throughout history. How has transport changed? Why?</p> <p>To decide as a class the length of each side of the wooden trug/trolley.</p> <p>To analyse and select from a variety of materials (for handle and wheels).</p> <p>To explore and analyse a variety of joining techniques (handle to wooden frame) – hammer/nails, staples, hot glue etc.</p> <p>To evaluate their finished design against the design criteria. Is it functional/ appealing?</p>	<p>To measure materials with adult support.</p> <p>To begin to learn how to use a saw safely to cut pieces of wood/dowels (introduced in small groups with adult supervision).</p> <p>To begin to learn how to use hot glue (glue gun) to attach an axle bracket to wooden box with adult supervision.</p>	
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Year 3

How to think like a designer; What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? Is the product environmentally friendly?

Strands of Learning	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Vocabulary	Seasonality, availability, flavour, harvest, grown, Winter, Spring, Summer, Autumn, environment, bake, oven				
Autumn				<p>To understand the term seasonality (Visit to a Roots and Fruits Greengrocers or Primrose Vale Farm Shop).</p> <p>To understand the importance of eating seasonal food and how this helps the environment.</p> <p>To understand that availability of fresh produce has changed significantly over time – War rations, dig for victory, ships, planes.</p> <p>To understand that some food is grown.</p> <p>Revise the importance of hygiene when cooking.</p> <p>Revise how to peel (peeler), cut and use a hob safely within a group.</p>	<p>Revise where food comes (KS1).</p> <p>To know when certain fruit and vegetables are in season in the UK.</p> <p><u>Winter</u>: carrots, Brussel sprouts, cabbage and sweet potatoes.</p> <p><u>Spring</u>: spring onions, broccoli, asparagus and cauliflower.</p> <p><u>Summer</u>: tomatoes, strawberries, lettuce and peas.</p> <p><u>Autumn</u>: blackberries, apples, pumpkins and potatoes.</p> <p>To know that fruit and vegetables are at their best when in season in terms of flavour.</p> <p>Provide children with a basic crumble recipe. Work together as a class to select seasonal ingredients and adapt recipe.</p> <p>Make a fruit crumble using produce grown in the kitchen garden (apple trees and</p>

				To use scales to weigh ingredients with support. To learn how to use an oven to bake safely with adult supervision.	blackberries). Cook at Waitrose Cookery School? Add crumble recipe to the recipe folder.
Vocabulary	Cross Stitch				
Spring	To design a small cross stitch including initials and basic decoration on paper – label with chosen colours. To use a pencil to mark out their chosen design onto binca in preparation for sewing.	To follow pencil markings and create a small cross stitch including initials and basic decoration/illustration on binca.		Skills based project. To tie a knot and thread a needle with greater accuracy and independence. To use binca to learn and practise how to cross stitch. To provide opportunities to practise cross stitching.	
Vocabulary	Machines, mechanisms, gears, cog, teeth rotate, levers, beam, fulcrum, pivot, load, linkage, fixed pivot, moving pivot, movement				
Summer *ART LINK * Barbara Hepworth clay sculptures. Designing and joining – scoring and slip	After exploring simple machines using Lego, children to design their own Lego model that incorporates a gear, lever and/or linkage. To create an annotated diagram which labels the simple machines and technical vocabulary taught.	To follow instructions to create a variety of Lego models which incorporate gears, levers and linkages.	To recognise and identify simple machines (gears, levers and linkages) in everyday life. Gears: Bicycle, clock, vehicles, manual can openers Levers: Spade, see-saw, wheel barrow, Arms/legs Linkages: steam trains, tool boxes Visit STEAM Swindon to see how simple machines have impacted the railways over time.	New Vocabulary: -	

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Year 4

How to think like a designer; What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? Is the product environmentally friendly?

Strands of Learning	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Vocabulary	machines, mechanisms, powered, cams, egg shaped, rotating, sliding, movement, peak, pulleys, force, effort, load, wheel with grooves, rope, electrical systems, motor, wires				
Autumn		<p>To follow instructions to create a variety of powered Lego models which incorporate cams and pulleys as well as gears, levers and linkages taught last year.</p> <p>To be able to identify and label simple machines in each model and explain how they work.</p>	<p>To recognise and identify more simple machines (cams and pulleys) in everyday life.</p> <p>Cams: old fashioned wooden toys, electric drills</p> <p>Pulleys: Wells, elevators, exercise equipment, flag pole, window blinds</p>	<p>Revisit gears, levers and linkages taught in Year 3.</p> <p>To begin to understand how a motor can power the Lego models.</p>	
Vocabulary	function, innovative, aesthetics, prototype, plasticine, scoring, slip, coiling, firing, coloured glaze				
Spring *ART LINK * Clay utensils – revisit joining with scoring and slip. Intro to coiling technique.	<p>To research kitchen utensils made of pottery and create a mood board to support their initial design ideas.</p> <p>To use plasticine/playdough to create a prototype of their initial design.</p> <p>To create a final design for a clay kitchen utensil using</p>	<p>To use clay to create a kitchen utensil that meets the design criteria.</p> <p>To choose from a variety of clay tools to create the desired effect.</p> <p>To use the coiling technique somewhere in their utensil design.</p>	<p>To research and explore a variety of kitchen utensils (provide examples of both modern and those from the past) – Wilson Museum box may be beneficial.</p> <p>To evaluate past and existing modern designs in terms of aesthetics, function and whether the design is innovative.</p>	<p>Revisit joining techniques taught in Year 3 – scoring and slip.</p> <p>Revisit colour mixing.</p> <p>To introduce the coiling technique to create a variety of shapes.</p>	

Decorate utensils to be aesthetically pleasing.	annotated sketches (consider shape, decorative design, chosen glaze colours, joining/coiling techniques, which tools to use to create the desired effect, does it meet the design criteria).	<p>Designs to be fired by Eastnor Pottery or local secondary school.</p> <p>To decorate fired designs using coloured glaze to ensure their utensil is appealing.</p>	<p>To use research to create design criteria for kitchen utensils.</p> <p>To discuss how and why kitchen utensils have changed over time.</p> <p>To evaluate plasticine prototype against the design criteria to enhance their final design.</p> <p>To discuss firing and glazing as pottery techniques.</p>		
Vocabulary	reared, caught, fry, protein, alternatives, Quorn				
Summer				<p>To know that some food can be reared and caught (Visit to St James Gloucester city farm or visit to local farmer's market (Stroud or Gloucester – Fresh n Local).)</p> <p>Revise how to peel, cut and use a hob safely with greater independence.</p> <p>Revise importance of hygiene when cooking.</p> <p>To learn how to fry safely with adult supervision.</p> <p>To know when a protein (meat) is cooked and safe to eat with adult supervision.</p>	<p>Revisit seasonality – to know why we eat the seasons and recall some examples.</p> <p>To know that seasonality also applies to meat and fish. <u>Winter:</u> turkey, duck, haddock <u>Spring:</u> lamb, crab, tuna <u>Summer:</u> lamb, tuna, prawns, mackerel <u>Autumn:</u> duck, goose, lamb, prawns <u>All Year:</u> chicken, beef, pork, salmon, mussels.</p> <p>To research and discuss dishes that use a tomato sauce as a base – spaghetti bolognese, chilli con carne and vegetable pasta (ratatouille).</p> <p>To know that there are alternatives to meat – Quorn and vegetables.</p>

					<p>Make a tomato sauce using produce grown in the kitchen garden (tomatoes and herbs) and use tomato sauce to prepare spaghetti bolognese. Visit Churchdown School Add tomato sauce recipe to the recipe folder.</p>
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Design and Technology

Year 5

How to think like a designer; What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? Is the product environmentally friendly?

Strands of Learning	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Vocabulary	Proportion, silhouette, fashion, designer, collection, inspiration, manufacture, high street, high end, profit, sustainable materials, reusable objects, colour, treat, printing, colour washing, repeated pattern, polystyrene, stencils, model, catwalk				
Autumn *ART LINK*	<p>To select a theme for the class collection.</p> <p>To design and create an item of clothing using a pillowcase that is functional and appealing.</p> <p>To draw design on a silhouette using the following drawing techniques – cross hatching, shading, side strokes and stippling (ART).</p> <p>To create an annotated to design of their item of clothing - label colours, fabrics, printing/colour washing, decoration choice, type of stitching.</p>	<p>To add colour to their pillowcase and other chosen fabrics that matches the theme (printing and colour washing).</p> <p>To use stitches, taught previously, to create pillowcase item of clothing.</p> <p>To select from a variety of decorative items (buttons, sequins, ribbon, fabric pens) and attach using a variety of joining techniques (sewing, glue guns etc).</p>	<p>To research and explore how fashion and clothing design has changed over the years as well as during individual's lifetimes.</p> <p>To understand that historical events have changed clothing design.</p> <p style="background-color: #FF00FF;">Visit to the V & A Museum – Fashion Tour.</p> <p>To be able to discuss and explain why fashion has changed throughout history.</p> <p>To research and understand the difference between high end and high street fashion stores. Why do some stores charge more money? – Quality of materials, quality of</p>	<p>To understand proportion and apply this when drawing their chosen design on a silhouette.</p> <p>To learn how to colour and treat fabric (colour washing).</p> <p>To use polystyrene and card to create a printing design.</p> <p>To revisit how to thread a needle and tie a knot (independently).</p> <p>To revisit stitches taught in previous year groups – running, back and cross stitch.</p>	

			<p>manufacture, brand, celebrity endorsements, where it is made etc.</p> <p>To research and evaluate the work of various designers – Alexander McQueen and Stella McCartney.</p> <p>To model finished design on a catwalk for a wider audience.</p>	<p>To revisit how to hem their item of clothing.</p> <p>To apply measurement knowledge to measure fabric accurately.</p> <p>To understand what a catwalk is and its purpose.</p>	
Vocabulary	Hinge, screws, decorative, offcuts, abstract, staining, varnishing				
<p>Spring</p> <p>*ART LINK*</p> <p>Art and Craft</p>	<p>To design a functional and appealing table storage box based on design criteria.</p> <p>To discuss and generate a prototype of their design using materials of their choice (Lego, card, other construction materials).</p> <p>To create an annotated sketch of their table storage box – label measurements of pieces of wood, joining techniques (hammer and nail, hinge and screws, wood glue etc), decorative design.</p>	<p>Individually children to make a wooden table storage box that meets design criteria.</p> <p>To use a saw to cut pieces of wood of varying sizes to create their table storage box.</p> <p>To use small offcuts of wood to create an abstract design – consider the most suitable joining techniques.</p> <p>To stain and varnish wooden storage boxes.</p>	<p>To research and evaluate a variety of existing products (table storage boxes).</p> <p>To use research to understand the purpose of table storage.</p> <p>To use research to generate design criteria.</p> <p>To evaluate their prototype design against the design criteria – is it functional/ appealing?</p>	<p>To revisit how to use a hammer and nail safely.</p> <p>To revisit how to use a saw safely.</p> <p>Children provided greater opportunities to apply sawing skills to cut pieces of wood.</p> <p>To apply measurement knowledge to measure pieces of wood accurately.</p> <p>To revisit joining techniques taught previously – hammer and nail, wood glue.</p>	

				<p>To learn how a hinge works and that screws are used to join it to wood.</p> <p>To discuss staining and varnishing as a decorative technique.</p>	
Vocabulary	Processed, packaging, labels, market audience, prototype				
Summer	<p>To identify key features of food packaging and create design criteria.</p> <p>To design, through discussion and annotated sketches, packaging/labels for their product (macaroni cheese).</p> <p>To create a prototype of their design (paper).</p>	<p>To create packaging/ labels for their own product on card.</p>	<p>To research and analyse existing packaging (macaroni cheese).</p> <p>To evaluate their prototype design against the design criteria.</p>	<p>To know that some food is processed.</p> <p>Revise skills taught in previous year groups with greater independence.</p> <p>Revise the importance of hygiene when cooking.</p> <p>To know when a protein (meat) is cooked and safe to eat with greater independence.</p>	<p>Revisit seasonality and recall examples of food that is grown, reared or caught.</p> <p>To research and discuss dishes that use a white sauce as a base – macaroni cheese, creamy (chicken) pasta, lasagne (tomato and white sauce).</p> <p>To make a white sauce and then use this to prepare macaroni cheese.</p> <p>Add white sauce recipe to the recipe folder.</p>

Design and Technology

Year 6

How to think like a designer; What do you want to make? What do you want your product to do? (purpose) Who is the product for? How will you make it? What other products are there and how have they been made? What tools will you need? How do the tools work? What techniques could you use? What does your plan look like? How did your plan change when you made the product? How can you test your product? What would make your product even better? Is the product environmentally friendly?

Strands of Learning	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Vocabulary	Individual lifestyles and values, environmental changes, sustainability, sustainable companies, architect, interior design, design brief CAD (computer aided design)				
Autumn *ART LINK* Charles Rennie Mackintosh introduced in Spring 2	To use CAD software to design the layout of a room that meets the needs of the design brief (in groups). To be able to discuss and explain the reasons behind their chosen layout (make links back to the design brief).		To research, discuss and evaluate how individual lifestyles and values affect products and design within the home – visit to IKEA to see this in action. To research and understand how environmental changes have impacted design. To analyse and evaluate a variety of chair designs found in school – discuss similarities and differences, identify the purpose and design criteria for each. To evaluate their own and other groups designs based on the given design briefs.	To understand sustainability and the importance of supporting sustainable companies. To understand how companies like IKEA and architects use a design brief to create the layout of a room/building – visit IKEA To understand the job of an architect and interior designer and how they use CAD software when designing a building – in school visit from an architect. To begin to learn how to use CAD software (TechSoft Primary V3) to design the interior of a room.	

Vocabulary	Revise and apply knowledge taught previously.				
Summer				Revise and apply knowledge taught previously.	To use recipes gathered throughout time at Leckhampton to prepare and cook a meal for a group of visitors (Governors, local NHS or Sue Ryder staff).