



St Cuthbert's Knowledge Organiser Design & Technology

Key Stage 2 2024 -- 2025

Mrs Wilson



Subject	Autumn		
Design Tech	<p><b>Baseline Rockets, Pottery for Christmas. Christmas decorations.</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>* show design meets a range of requirements</li> <li>* have at least one idea about how to create product</li> <li>* create a plan which shows order, equipment and tools</li> <li>* describe design using an accurately labelled sketch and words</li> <li>* make design decisions</li> <li>* explain how product will work</li> <li>* use appropriate materials</li> <li>* work accurately to make joins</li> </ul> <p><b>Knowledge</b></p> <p>Children will select suitable tools/equipment, explain choices; begin to use them accurately. They will select appropriate materials, fit for purpose. They should work through a plan in order then consider how good their item will be. They will begin to assemble, join and combine materials with some accuracy.</p> <p><b>Reason &amp; Progression</b></p> <p>The baseline activity is to assess their design and application skills and to see any progression from last year. A variety of smaller projects will take place to make different decorations for</p>	<p><b>Spring</b></p> <p><b>Food Technology _ Healthy and varied diet</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• carefully select ingredients</li> <li>• use equipment safely</li> <li>• make the product look attractive</li> <li>• think about presenting the product in interesting/attractive ways</li> <li>• understand ingredients can be fresh, pre-cooked or processed</li> </ul> <p><b>Knowledge</b></p> <p>Children will build on what they learnt in KS1 about healthy eating and develop their understanding of the importance of being self-sufficient. They will think about how to grow plants to use in cooking and begin to understand that food comes from UK and wider world. They will learn about some chefs/ manufacturers of ground-breaking products and recipes.</p> <p><b>Reason &amp; progression</b></p> <p>Children need to learn essential cooking skills and be able to use some of the following techniques: peeling, chopping, slicing, grating, mixing,</p>	<p><b>Summer</b></p> <p><b>Designing and making a pop up card</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>* explain how a product will work</li> <li>* making a prototype</li> <li>* begin to use computers to show design.</li> <li>* work through a plan in order.</li> <li>* realise if a product is going to be good quality</li> <li>* measure, mark out, cut and shape materials/components with some accuracy</li> <li>* use simple lever and linkages to create movement</li> </ul> <p><b>Knowledge</b></p> <p>Children will learn about the user when choosing textiles and materials. They will have to think about how to make product strong and know the importance of devising a template. The will be able to explain how to join things in different ways. They will apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Reason &amp; Progression</b></p> <p>In History, the children will be learning about the Romans and will use this knowledge to create a Roman theme for their pop up card.</p>

<p>Christmas and give the children a chance to work with a variety of materials.</p>	<p><b><u>Cross-Curricular</u></b>          Maths – measuring and drawing lines accurately.          Art – drawing designs.</p> <p><b><u>Vocabulary</u></b>          Task analysis, Product Analysis, Design Brief and Specification, Modelling, Evaluation, strengthen, stiffen, reinforce, structure, aesthetics, cost, customer, environment, size, safety, materials.</p> <p><b><u>Cultural capital</u></b>          Garden centre visit to see decorations, virtual north pole.</p> <p><b><u>End points KS2</u></b>  <b>Baseline Rockets, Pottery for Christmas. Christmas decorations.</b>          Children will be able to work to a brief, create a product analysis.          They will produce a mostly developed range of design</p>	<p>spreading, kneading and baking at home. In our local area we have a working Mill which we will visit to see how they make the bread there.</p> <p><b><u>Cross curricular</u></b>          Maths- measuring ingredients          Literacy This topic should develop pupils' spoken language and vocabulary as integral aspects of the teaching of every subject</p> <p><b><u>Vocabulary</u></b>          Fruit and vegetables, Potatoes, bread, rice, pasta or other starchy carbohydrates, Dairy and alternatives          Beans, pulses, fish, eggs, meat and other protein, Oil and spreads, Foods high fat, salt and sugar, Fibre, Hydration, Composite/combination food</p> <p><b><u>Cultural capital</u></b>          Trip to Heatherslaw mill to see bread being made.          Local chef to talk to children about planning and making healthy meals.          Berwick food bank</p> <p><b><u>End points KS2</u></b>  <b>Food Technology _ Healthy and varied diet</b>          Children will understand and apply the principles of a healthy and varied diet          They will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>It is important for them to learn to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b><u>Cross curricular</u></b>          History – using knowledge of a period of our history.          Maths – measuring and drawing lines accurately.          Art – drawing designs.</p> <p><b><u>Vocabulary</u></b>          motion          fan          lever          trolley          bell crank linkage          reverse motion linkage          mechanism</p> <p><b><u>Cultural capital</u></b>          Roman Loan boxes from Alnwick          Bailiffgate museum.</p> <p><b><u>End points KS2</u></b>  <b>Designing and making a pop up card</b>          Each child will be able to:          design, make and evaluate their own Roman themed pop up card</p>
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	<p>specification points including materials and why they would be chosen.</p> <p>They will produce a generally functioning product that adequately meets the needs of the end user.</p>	<p>They will understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Use research to inform design re colours and materials.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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