

Curriculum 22 - Subject Sequence for DT Year 1

Year Group & Unit	Vocabulary	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.)	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
Year 1 Childhood – History focus Key Concepts: Structures 1 Programme of study, 1 skills and 1 knowledge statement Build structures, exploring how they can be made stronger, stiffer and more stable	Enhance provision – Street life	core knowledgeDifferent materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	Y1 skill 1 Construct simple structures, models or other products using a range of materials.
Year 1 Shade and shelter – DT focus Key Concepts: Compare and contrast Evaluation Everyday products Generation of ideas	Evaluation change criteria difficulty evaluate evaluation improve	core knowledgeDesign criteria are the explicit goals that a project must achieve. specific knowledgeA play den is a shelter, usually built outside. It is a temporary structure made from found or readily available materials. It can be used for imaginative play or to provide protection from the weather.	Y1 skill 2 Create a design to meet simple design criteria.
Materials for purpose Staying safe Structures 7 Programmes of study, 8 skills and 10 knowledge statements	strength Weakness Generation of ideas design design criteria drawing frame	core knowledgeDesign criteria are the explicit goals that a project must achieve. specific knowledgeA play den is a shelter, usually built outside. It is a temporary structure made from found or readily available materials. It can be used for imaginative play or to provide protection from the weather.	Y1 skill 2 Create a design to meet simple design criteria.
Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and	function idea label material plan	core knowledge Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.	Y1 skill 1 Select and use a range of materials, beginning to explain their choices.
communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	purpose shape Size	core knowledge Two products can be compared by looking at a set of criteria and scoring both products against each one.	skill 1 Describe the similarities and differences between two products.
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their	Compare and contrast compare different similar	core knowledge Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose. specific knowledge A shelter is a structure designed to give	Y1 skill 1 Name and explore a range of everyday products and describe how they are used.
characteristics Explore and evaluate a range of existing	Everyday products function permanent	protection from weather or danger. A bus shelter, office block,	
products. Evaluate their ideas and products against	protection purpose shelter	garage, carport, tent, bird table, shed, conservatory, house, kennel and caravan are all examples of shelters. A shelter can be permanent, like a house or garage, or temporary, like a tent or gazebo.	

Build structures, exploring how they can be made stronger, stiffer and none stable. Develop the creative, exchinical and practical experises needed to perform exploring extensive and practical experises needed to perform experise secretically and to extensive and practical experises needed to perform experise secretically in an increasingly leachest could be a stronger to building material than paper. Plastic for ligit and can fonce. Clayly heavy and well aims. **Party Faces and Fabulous Features** **Party Faces and Fabulous F				
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Demoting the construction and more stable. Demoting the construction are constructed and practical expertise needed to perform everyday tasks. constructing flashing to participate successfully in an increasingly technological world. Pyear 1 Product register the construction of the product register to the produc	Build structures exploring how they can	remporary	work. A weakness is an area that could be improved.	strengths of weaknesses and offening support.
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participate successfully in an increasingly technological world. Indicationally Product P				
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materials and components, including construction materials, textiles and ingredients, according to their characteristics. Year 1 Bright Lights, Big City – Geography focus Key Concepts: Structures 1 Programme of study, 1 skills and 1 knowledge statement Build structures, exploring how they can be made stronger, stiffer and more stable.	Enhance provision –Constructing landmarks	core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	Skill 1 Construct simple structures, models or other products using a range of materials.
Year 1 Seasonal Changes – Science focus Key Concepts: Structures 1 Programme of study, 1 skills and 1 knowledge statement Build structures, exploring how they can be made stronger, stiffer and more stable.	Enhance provision – Shelters	core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	Y1 skill 1 Construct simple structures, models or other products using a range of materials.
Year 1 Taxi – DT Focus	Evaluation change improve strength Weakness Generation of ideas criteria design diagram idea	core knowledge Design criteria are the explicit goals that a project must achieve. core knowledge Design criteria are the explicit goals that a project must achieve. core knowledge Two products can be compared by looking at a set of criteria and scoring both products against each one.	Y1 skill 1 Create a design to meet simple design criteria. Y1 skill 1 Create a design to meet simple design criteria. Y1 skill 1 Describe the similarities and differences between two products.
Key Concepts: Compare and contrast Evaluation Everyday products Generation of ideas Mechanisms & movement 5 Programmes of study, 6 skills and 8 knowledge statements Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Compare and contrast compare different similarity Staying safe safety tool Everyday products axle chassis vehicle whee	specific knowledge Axles and wheels can be attached to chassis in different ways: an axle fixed to a chassis has freely moving wheels, whereas a freely moving axle has fixed wheels. core knowledge Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose. specific knowledge A wheel is a circular object that is connected to an axle that makes vehicles and machines move. An axle is a rod that is connected to the centre of a wheel, which allows it to turn. A chassis is the frame of a vehicle.	Skill Name and explore a range of everyday products and describe how they are used.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Structures model Part Test	core knowledge A strength is a good quality of a piece of work. A weakness is an area that could be improved.	Y1 skill 1 Talk about their own and each other's work, identifying strengths or weaknesses and offering support.
Explore and evaluate a range of existing products.	Investigation attach		
Evaluate their ideas and products against design criteria	evaluate strong tool weak	core knowledge An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.	Y1 skill 2 Use wheels and axles to make a simple moving model.
Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products Build structures, exploring how they can	Materials for purpose material purpose	specific knowledge Most vehicles that move on land have axles and wheels that are fixed to a chassis.	
be made stronger, stiffer and more stable.	Mechanisms and movement axle chassis connect move roll	core knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.	Y1 skill 1 Construct simple structures, models or other products using a range of materials.
	wheel Significant people product taxi transport vehicle		
Year 1 Chop, Slice and Mash – DT Focus	Evaluation evaluate evaluation improve	core knowledge Design criteria are the explicit goals that a project must achieve.	Y1 skill 1 Create a design to meet simple design criteria.
	success Generation of ideas design design criteria	core knowledge Design criteria are the explicit goals that a project must achieve.	Y1 skill 1 Create a design to meet simple design criteria.
	diagram label Staying safe hygiene rule	core knowledge Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.	Y1 skill 1 Select the appropriate tool for a simple practical task.
Key Concepts: Evaluation	safety	specific knowledge Knives are used for slicing and chopping, a grater is used for grating, a vegetable peeler is used for peeling and a masher is used for crushing.	
Food prep & cooking Generation of ideas Investigation	Investigation chop grate	core knowledge The importance of a product may be that it fulfils its goals and performs a useful purpose.	Y1 skill 1 Describe why a product is important.
Nutrition Origins of food Significant people	grater knife mash masher	core knowledge Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of	Y1 skill 1 Talk about their own and each other's work, identifying strengths or weaknesses and offering support.
8 Programmes of study, 9 skills and 10 knowledge statements	peel peeler	handspans or pencils laid end to end.	

slice core knowledge Fruit and vegetables are an important part of Y1 skill 1 Measure and weigh food items using non-standard Design purposeful, functional, appealing tear a healthy diet. It is recommended that people eat at least five measures, such as spoons and cups. products for themselves and other users portions of fruit and vegetables every day. based on design criteria. Nutrition Y1 skill 1 Select healthy ingredients for a fruit or vegetable salad. flavour specific knowledge Fruits and vegetables can be mixed to Generate, develop, model and fruit make a healthy salad. Salad dressings can improve the flavour communicate their ideas through talking, healthy of salads. drawing, templates, mock-ups and, where ingredient core knowledge Some foods come from animals, such as Y1 skill 1 Sort foods into groups by whether they are from an appropriate, information and salad meat, fish and dairy products. Other foods come from plants, animal or plant source. communication technology. vegetable such as fruit, vegetables, grains, beans and nuts. Origins of food Select from and use a range of tools and animal equipment to perform core knowledge Rules are made to keep people safe from Y1 skill 1 Follow the rules to keep safe during a practical task. dairy product danger. Safety rules include always listening carefully and fish practical tasks (for example, cutting, following instructions, using equipment only as and when flower shaping, joining and finishing). directed, wearing protective clothing if appropriate and fruit washing hands before touching food leaf Explore and evaluate a range of existing meat products. nut plant Evaluate their ideas and products against root design criteria. seed source stem Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.