

Design and Technology

Class 3 – Cycle B

Autumn 2: Electronic Board Games

This unit focuses on electrical systems and product design, meeting KS2 National Curriculum requirements for using circuits and evaluating functional products. Pupils design games for specific audiences, encouraging consideration of different needs and preferences, including accessibility (disability) and inclusivity in themes (race, culture). The unit supports gender inclusivity by engaging all pupils in electronics and design, challenging traditional stereotypes. Collaborative work and peer evaluation promote respect for diverse opinions. Although characteristics such as sexual orientation and gender reassignment are not explicitly taught, the inclusive design approach ensures pupils consider a wide range of users.

Spring 2: Food Products for Café Europe

This unit strongly supports the KS2 National Curriculum cooking and nutrition strand, as pupils design and prepare dishes based on European cuisines. It provides clear opportunities to explore race, culture, and religion through food traditions, while also considering dietary requirements linked to disability, health, and religious beliefs. Pupils learn about balanced diets and inclusive menu planning, ensuring food is suitable for a variety of needs. Gender stereotypes are challenged as all pupils participate equally in cooking. Collaborative planning and evaluation encourage respect for different backgrounds and preferences, making this unit particularly strong in promoting diversity and inclusion.



Summer 2: Phone Cases

In this unit, pupils design and make functional phone cases using textiles, linking to the KS2 National Curriculum through designing for purpose, selecting materials, and evaluating products. Pupils consider the needs of different users, including durability and accessibility (disability), and explore a range of materials that reflect diverse consumer preferences. The inclusion of sewing alongside technical design helps challenge gender stereotypes. Opportunities exist to explore cultural influences in design (race) and personal identity through customisation. As with other units, inclusive language and the focus on designing for a broad audience support awareness of all Protected Characteristics, even where they are not explicitly referenced.

