

Design and Technology

Class 1 – Cycle B

Autumn 2: Christmas Textile Decorations (Textiles Unit)

This unit develops pupils' skills in designing, making and evaluating textile decorations, meeting the KS1 National Curriculum expectations for using tools, materials, and design processes. While rooted in a Christian cultural context, it provides an opportunity to discuss traditions and celebrations, supporting understanding of religion and belief, while also encouraging comparisons with other cultural celebrations. Pupils design for themselves and others, considering different preferences and needs, including accessibility (disability). The use of sewing and decorative techniques continues to challenge gender stereotypes by engaging all pupils equally. Collaborative evaluation and discussion promote respect for diverse viewpoints, supporting the broader principles of the Protected Characteristics.



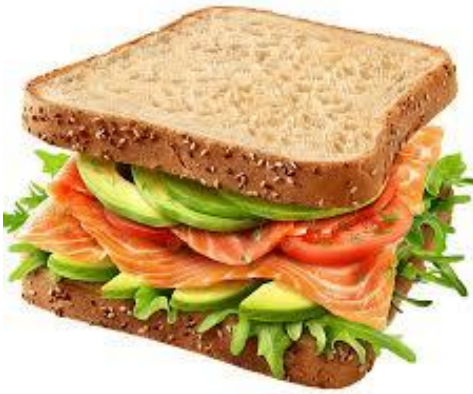
Spring 1: Boats (Structures and Materials Unit)

In this unit, pupils design, make and test boats, applying knowledge of structures and materials in line with the KS1 Design and Technology National Curriculum. Pupils explore how materials behave (e.g. floating and sinking) and design for a purpose, considering how their product will be used by different people. This encourages awareness of accessibility and usability (disability). The study of boats from different contexts and uses introduces opportunities to explore global diversity (race and culture). Practical investigation and testing promote teamwork and respect for different ideas, while inclusive participation in building and problem-solving challenges gender stereotypes. Designing for users supports an understanding of diverse needs across all Protected Characteristics.



Summer 1: Healthy Sandwiches (Food Technology Unit)

This unit links closely to the KS1 cooking and nutrition curriculum, as pupils investigate, design, make and evaluate healthy sandwiches. Pupils learn about balanced diets using the Eatwell Guide and consider how recipes can be adapted to meet different dietary needs,



including allergies, intolerances, and lifestyle choices such as vegetarian or vegan diets, supporting awareness of disability, religion, and belief. The exploration of foods and influences from different cultures promotes understanding of race and diversity. Pupils design for themselves and others, encouraging consideration of different preferences and needs. The inclusion of well-known chefs from diverse backgrounds provides representation, while all pupils participate equally in food preparation, reinforcing gender inclusivity and respect for all.