

## Design and Technology

### Class 2 – Cycle A

#### Autumn 2: Mechanical Posters

In this unit, pupils design and create mechanical posters using levers and linkages, directly supporting the Lower Key Stage 2 Design and Technology National Curriculum through researching existing products, developing design criteria, and making and evaluating functional outcomes. Pupils are encouraged to design for specific users, promoting awareness of diversity and inclusion, including consideration of accessibility (**disability**). The collaborative design and evaluation process fosters respect for different perspectives and experiences, supporting all Protected Characteristics. Gender stereotypes are challenged as all pupils engage in both creative and mechanical learning. Opportunities to explore themes within posters can reflect different cultures, beliefs, and identities, helping to develop understanding of race, religion, and wider diversity.



#### Spring 1: Food Technology – Bread

This unit aligns strongly with the Lower Key Stage 2 cooking and nutrition curriculum, as pupils research, design, and make bread products while learning about healthy diets and food production. Pupils consider the needs and preferences of different users, including dietary requirements linked to **disability**, religion, or personal choice. The exploration of bread-making traditions and industry provides opportunities to reflect on cultural diversity (race) and historical development. Gender inclusivity is promoted as all pupils participate equally in cooking activities. Respect for others' preferences and collaborative evaluation ensures that all Protected Characteristics are supported through an inclusive and practical learning context.



#### Summer 1: Stone Age Tools

In this unit, pupils investigate and create Stone Age tools, linking to the Lower Key Stage 2 Design and Technology curriculum through research, design, material selection, and evaluation. By exploring how tools were developed to meet human needs, pupils gain an understanding of designing for different users, including consideration of physical needs



**(disability)**. The historical context provides opportunities to explore early human diversity and ways of life, supporting awareness of cultural development (race). Collaborative work and peer feedback promote respect and inclusion, while the hands-on nature of tool-making challenges gender stereotypes and ensures all pupils can engage equally.