Curious City KS1							National Curriculum 2014 coverage and progression within Curious-city™ enquiries													
					Y 1	L						Y2	2							
	Design and Technology	What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What am I?	What do artists do?	wnat grows near me:	Mhat might I do in the future?	What could my classroom be made of?	How do we live a healthy life?	How can we help? What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is home?				
ngise D	design purposeful, functional, appealing products for themselves and other users based on design criteria																			
ing 3 C D	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology																			
Make	select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]																			
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics																			
Evaluate	explore and evaluate a range of existing products															\perp				
Evaluate	evaluate their ideas and products against design criteria															\perp				
	build structures, exploring how they can be made stronger, stiffer and more stable																			
Technical knowledge	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products																			
Cooking and nutrition	use the basic principles of a healthy and varied diet to prepare dishes															\perp				
Cooking and natrition	understand where food comes from																			
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Dark Blue indicates objective as lead state of being

Curious City					National Curriculum 2014 coverage and progress Curious-city™ enquiries												ssion within								
	KS2				Y3			Y4						Y5					Y6						
	Design and technology	Where does the darkness come from?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	Jow do plants die?	What is the difference between surviving and being healthy?	What is the difference between noise and sound?	Why are more people becoming vegetarian? Why do we live here?	What is creativity?	What should you flush down the loo?	Who has stood here before us?	How can we switch off?	Where does our water come from?	what goes the Earth look like from the Solar System? How can you show what you believe in?	Where is our twin?	How can science help the homeless?	Who is trading with whom? What makes a good performance great?	How are you helping to save our planet?	t do forces actually do?	How are lives saved?	Who were the greater engineers?	Liningeus and Darwin - how dre they connected? Where does our food really come from?	While the does but took fearly come notice.	Ny are shadows important?
Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design												1	+											
Make	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities													+											
Evaluate	investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world													+											
Technical knowledge	apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products																								
Cooking and nutrition	understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed																								

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