

# Marden Bridge Middle School

Empowering Minds Inspiring Futures

## Curriculum Outline 2025-26: DT

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Textiles: Bookmark/stocking</b> Design and create a felt-based product. Using basic sewing skills to attach materials together.		<b>Food Technology</b> Understanding and applying the EatWell guide. Introduction to food preparation while making mainly healthier choice snacks.		<b>Cams</b> Understand how cams can aid mechanisms. They will learn to construct simple structures and mechanisms using axles, push rods, and cams.	
LITERACY	Design ideas, spellings of keywords. Practical logs. Peer feedback. Evaluation. Discussing key vocabulary.		Instructional writing for washing up. Using basic recipe/instruction sheets. Evaluations. Key vocabulary and definitions. Sensory analysis descriptors.		Design ideas, evaluations and instructions. Verbal discussions and feedback of their product.	
NUMERACY:	Accurate measuring and cutting. Discussing 3D shapes		Discussion about 3D shapes linking to safety grips. Proportions linking to the EWG. Data representation (Star diagrams.)		Accurate measurement, angles, shape and technical drawings. We will look at how triangles strengthen 3d shapes, motion, forces etc.	
SMSC/Creativity/ Careers Focus	Teamwork and problem solving skills using materials safely and effectively.		Teamwork and problem solving skills. Design and make own sandwich using the EWG using ingredients and equipment safely and effectively. Food hygiene - Environmental health careers.		Problem-solving skills, designing for others. Creative design of the toy element of the project. Careers links will focus on design and engineering jobs such as mechanical engineering, car engineers, mechanical design engineers and construction.	

<p><b>Year 6</b></p>	<p><b>Engineering: Bridge Building</b> Looking at which shape(s) are strongest and why. Researching current designs. Applying this to their design idea. Creating a bridge as a team that has to fall within a budget.</p>	<p><b>Food Technology: Bread</b> Understanding the importance of bread products and how they are made. Designing and adapting recipes to create their own bread product with a topping or filling.</p>	<p><b>Graphics: Popup cards</b> Research to inform their own design idea and challenge level. Create own graphics card. Cutting, sticking, scoring, joining and manipulating cardboard.</p>
<p><b>LITERACY</b></p>	<p>Research, hats evaluations, design ideas (key vocabulary), and overall evaluation.</p>	<p>Reading, using and writing recipes. Advantages and disadvantages compare and contrast. Sensory analysis words. Evaluations.</p>	<p>Research, design ideas, using written instructions. Evaluation.</p>
<p><b>NUMERACY:</b></p>	<p>Shapes and their properties, focus on triangles. Budgeting. We teach forces and shapes and how they strengthen 3d shapes. We introduce specific maths and science language around forces and shapes</p>	<p>Weighing and quantity of ingredients. Nutritional labelling and percentages.</p>	<p>3D shapes, measuring, accuracy and symmetry.</p>
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p>Teamwork, investigating and problem solving skills. Design in a group. Job roles within group work. Discussion. Careers related to this topic are civil engineers, construction, design engineering etc.</p>	<p>Teamwork and problem-solving skills, using equipment and ingredients safely and effectively. Design and make own products. Careers linked to activities completed e.g. product designer, packaging designer.</p>	<p>Problem solving skills using materials and equipment safely and effectively. Design and make own pop up card. Looking at bespoke card making as a career.</p>

<p><b>Year 7</b></p>	<p><b>Food Technology: Staple foods and carbohydrates</b></p> <p>Look closely at how carbohydrates work in the body (building upon last year)—demonstrating the skills required to create a range of baked carbohydrate-based products. To identify the function of ingredients and modify recipes. Identify the function of the ingredients within the recipe.</p>	<p><b>STEM: Rocket Cars</b></p> <p>A national competition against other year 7 pupils. Pupils will build a scaled down prototype out of clay and use a wind tunnel to pretest their idea. They will then design, build and refine a rocket-powered car looking at the design, shape and aerodynamics to make it competitive.</p>
<p><b>Extended Literacy opportunities:</b></p>	<p>Following instructions and recipes. Evaluations. Creating a balanced argument using evidence.</p>	<p>Job roles and key vocabulary definitions. Evaluations.</p>
<p><b>NUMERACY:</b></p>	<p>3D shapes concerning knife safety grips. Size/surface area. Timing.</p>	<p>Timing, calculating forces and speed, interpreting graphs, mass, volume, or density. We use a wind tunnel to examine the science of fluid dynamics, wings, and aerodynamics using terms such as drag and lift. We test our cars and discuss friction.</p>
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p>Teamwork and problem-solving skills, using ingredients and equipment safely and effectively to design and make own product. Dedicated careers lesson to identify the vast range of careers in the food industry. EXT: Use <a href="http://www.tastycareers.co.uk">www.tastycareers.co.uk</a> to investigate careers and create a fact file about one.</p>	<p>Problem-solving skills, using materials and equipment safely and effectively. Learning about and applying job roles. We look at careers in automotive design, manufacture, and testing. As well as the armed forces and car racing.</p>

<p><b>Year 8</b></p>	<p><b>Food Technology and Enterprise: Pastry and Meat-Free Pies</b></p> <p>Pupils will learn about different types of pastry and how it is different from bread. They will look at why we may choose to eat meat-free products, looking at religious, health, animal welfare and environmental factors. They will work as individuals and in a group to design, sample, refine, and produce a meat-free pie. They will consider feedback from taste tests, cost implications, food labelling and packaging designs.</p>	<p><b>Product Design: Tatty Devine</b></p> <p>Pupils will explore the work of jewellery designers Tatty Devine, researching, using and critiquing their design processes to design an accessory such as a brooch, badge or piece of jewellery. They will explore the use of recycled materials (especially plastics) and make a maquette of their design.</p>	<p><b>Textile:</b></p> <p>To design and make their own leavers shirt using a variety of techniques to design an individual piece i.e. batik, applique, fabric paint and pens, embroidery etc.</p>
<p><b>Extended Literacy opportunities:</b></p>	<p>Recipe reading and adaption. Discussion. Definitions of keywords.</p>	<p>The pupils will research the designers and create maker guides and instructions.</p>	<p>Design ideas and planning of their product. Making a mood board and written reflection of their time at MBMS.</p>
<p><b>NUMERACY:</b></p>	<p>Weighing, measuring, role of ingredients and their quantities. Scaling recipes. Timing.</p>	<p>3d shape and measuring, as well as budgeting and working out the costs of their product.</p>	<p>Accuracy, measuring and problem-solving.</p>

SMSC/Creativity/  
Careers Focus

Team work and problem solving skills, using ingredients and equipment safely and effectively. Diabetes myth busting. Design and make own products. Careers linked to activities completed, e.g, nutritionist when looking at diets.

They will study in depth the career of the Tatty devine designers looking at their career path, and all the roles at the design company. They will be think about the target audience for their jewellery and think about reusing materials as a ecologically friendly business model.

Problem-solving skills, using materials and equipment safely and effectively. Reflecting on their time at MBMS and thinking about how they have changed as people and use this to design their shirt.