



D&T Curriculum
KS2 Knowledge Organisers

Knowledge Organiser- C3 – Year 2/3**D&T Unit:** Cooking/Food - Greek Dips**Year:** A2**Term:** Autumn

Learning Objectives - Knowledge	Key Driver
To know examples of well-known dips from various countries, and when and why they are part of our diets. (IDEA)	NW, HL, C
To know how to analyse samples of shop-bought dips, considering appearance, taste, texture and smell (IDEA)	C
To know how to follow instructions to produce a simple homemade Greek dip - Tzatziki (FPT).	C
To know how to experiment with ingredients to change appearance, taste, texture and smell. (FPT)	C
To know how to use kitchen tools safely and how to work in a hygienic way (FPT).	HL
To know how to design and make a Greek-inspired dip for a Greek banquet (DMA)	C
To know how to evaluate final dip products against our design criteria.	C

Key Vocabulary	
Word	Meaning
dip	a type of paste-like food used to add flavour and moisture to other foods that are dipped into it.
diet	The food that we eat
appearance	how a food looks to our eyes
texture	how a food feels in our mouth
taste	the flavour of food in our mouth
ingredients	the different foods that are mixed together to make something we eat
recipe	the process followed to make something we eat

Equipment Required
Chopping boards, knives, graters, pots, spoons

Useful Websites or Resources
Supermarket websites e.g. https://www.sainsburys.co.uk/ for products and ingredients
Yeovalley tzatziki recipe https://www.yeovalley.co.uk/recipes/recipe/natural-yogurt-cucumber-and-mint-dip/

Knowledge Organiser C4 – Year 4/5**D&T Unit:** Cooking - Greek Dips**Year:** A2**Term:** Autumn

Learning Objectives - Knowledge	Key Driver
To know examples of well-known dips from various countries, and when and why they are part of our diets. (IDEA)	NW, HL, C
To know the reasons for the way in which food processing can affect the taste, appearance, texture and colour of food. (IDEA)	C
To know the reasons for the need to work safely and hygienically, involving equipment e.g. graters, peelers (FPT).	HL
To know how to follow instructions to produce a simple homemade Greek dip - Tzatziki (FPT).	C
To know about the impact of changing proportions within a recipe and use knowledge of food and cooking to generate own recipes. (FPT)	C
To know how to design and make a Greek-inspired dip for a Greek banquet (DMA)	C
To know how to evaluate final dip products against our design criteria.	C

Key Vocabulary	
Word	Meaning
dip	A type of paste-like food used to add flavour and moisture to other foods that are dipped into it.
diet	The food that we eat.
appearance	How something looks to the eye.
texture	How something feels when it is touched.
taste	The sweet, sour, bitter, or salty quality of a thing that you can sense when it is in your mouth.
ingredients	One of the substances (parts) that make up a mixture.
recipe	A set of instructions for making something from various ingredients.
proportion	The amount of a food or nutrient.

Equipment Required
Chopping boards, knives, graters, pots, spoons, peelers

Useful Websites or Resources
Supermarket websites e.g. https://www.sainsburys.co.uk/ for products and ingredients Yeovalley tzatziki recipe https://www.yeovalley.co.uk/recipes/recipe/natural-yogurt-cucumber-and-mint-dip/

Knowledge Organiser- C5 – Year 5/6

D&T Unit: Cooking/Food - Ancient Greek Feast **Year:** A2 **Term:** Autumn

Learning Objectives - Knowledge	Key Driver
To know what sort of food was eaten in Ancient Greek times (IDEA)	NW, C
To know how to analyse samples of food that was eaten in Ancient Greece, considering appearance, taste, texture and smell (IDEA)	NW, HL, C
To know how to create a menu for an Ancient Greek feast, considering a number of constraints (food that was around then; cost; how many people liked the food or not in tests, dietary constraints) (IDEA)	C
To know how to experiment with a recipe to serve different numbers of people and adjust to what people liked in previous tests. (FPT)	C
To know how to use kitchen tools safely and how to work in a hygienic way (FPT).	HL
To know how to design and make a product as part of an Ancient Greek feast (DMA)	C
To know how to evaluate own product	C

Key Vocabulary (general)		Group -specific vocabulary	
Word	Meaning	Word	Meaning
diet	The food that we eat	grate	reduce food to small shreds
appearance	how a food looks to our eyes	fold	mix gently and carefully
texture	how a food feels in our mouth	skewer	thread onto a thin stick
taste	the flavour of food in our mouth	layer	to arrange different substances in sheets on top of one another
ingredients	the different foods that are mixed together to make something we eat	scoop	remove part (usually the middle) of something with a spoon
recipe	the process followed to make something we eat	knead	work dough with the hands
symposium	an Ancient Greek feast	griddle	cooking on a heavy plate that is above a heat source
gluten-free	a diet which does not include gluten - a protein found in certain grains	marinate	soak food in a liquid substance to infuse flavour

Equipment Required
oven, hob, slow cooker, 4 x saucepans, weighing scales, cake tins, baking sheets, wooden skewers, baking parchment, chopping boards, measuring jug, knives, graters, spoons, knives, vegetable peelers, food processor/potato masher, can opener

Useful Websites or Resources
https://www.historyforkids.net/greek-food.html (Background information)
https://www.britishmuseum.org/blog/cook-classical-feast-nine-recipes-ancient-greece-and-rome (information about food eaten, including recipes)
https://www.twinkl.co.uk/resource/ks2-ancient-greek-recipes-resource-pack-t2-h-5820 (Ancient Greek recipes)
https://www.bbcgoodfood.com/ - Includes modern versions of Ancient Greek food

Knowledge Organiser - C3 – Year 2/3

D&T Unit: Mechanisms - Waterwheels

Year: A2

Term: Spring

Learning Objectives - Knowledge	Key Driver
To know the different ways in which water is used in our lives, focussing on the use of water as power.	NW
To know about a famous water wheel: The Laxey Wheel on the Isle of Man.	NW
To know how to test the effects of different designs and numbers of paddle/buckets on a model water wheel and evaluate these.	C
To know how to safely and effectively use simple woodworking equipment to make a basic frame, including the use of saws and cardboard triangle joints.	C, HL
To know how to design our own wheels according to what we learnt during the testing phase and to meet the design criteria.	C
To know how to evaluate our waterwheels against the design criteria.	C

Key Vocabulary	
Word	Meaning
power	energy that can be used in a useful way
generate	to make. For example, waterpower can be used to generate electricity.
water wheel	a wheel that turns due to the power of water, either from being positioned in the water itself or from having water flow onto it from above.
paddle	a part of a water wheel on which the water pushes to generate the turn.
frame	the structure for holding the waterwheel in place, allowing it to move freely.
joint	the point at which two pieces of wood are joined together

Equipment Required
Example waterwheel models. Woodworking equipment - hacksaws, sawing benches etc. Hole punches. Materials: corrugated plastic sheeting for the waterwheels, 1cm square dowel for the frame, card triangles, glue, round dowel for the spindles.

Useful Websites or Resources
https://manxnationalheritage.im/learn/family-learning/museum-on-the-move-laxey-wheel-2/ Information and video

Knowledge Organiser- C4 – Year 4/5**D&T Unit:** Mechanisms-Windmills & Waterwheels**Year:** A2**Term:** Spring 2

Learning Objectives - Knowledge	Key Driver
To know what water is used for; to know the names, purposes and history of windmills and waterwheels.	NW
To know about a famous waterwheel: The Laxey Waterwheel, on the Isle of Man.	NW
To know how to test the effects of different designs and numbers of paddle/buckets on a prototype waterwheel and evaluate these.	C
To know how to safely use simple woodworking equipment to make a basic frame with corner supports.	C, HL
To know how to design a waterwheel.	C
To know how to make an effective waterwheel by following a design plan.	C
To know how to test and evaluate a finished product.	C

Key Vocabulary	
Word	Meaning
wind power	A renewable energy, such as electricity, that is generated directly from the wind.
wind turbines	Instead of using electricity to make wind—like a fan—wind turbines use wind to make electricity.
windmill	A machine that harnesses the power of the wind. They may be used to grind grain into flour, to pump water, or to produce electricity.
mechanisms	Any tool used to convert or control motion or transmit control or power.
hydropower	A renewable source of energy that generates power, which comes from moving water.
mechanical power	How fast mechanical energy can be delivered to a system.
vane (blades/sails)	A thin flat or curved object that is rotated about an axis by a flow of fluid (as air or water) or that rotates to cause a fluid to flow or that changes the direction of a flow of fluid. the vanes of a windmill.
axis	A straight line about which a body or a geometric figure rotates or may be supposed to rotate.
gears	Wheels with teeth that slot together.
cogs	A tooth on the rim of a wheel adjusted to fit notches in another wheel or bar and to give or receive motion.
shaft	Something that resembles a long, thin pole
rotational	The circular motion of an object around its centre.
rotor	A part that rotates in a stationary part.
generator	An apparatus in which vapour or gas is formed (a machine by which mechanical energy is changed into electrical energy).
kinetic energy	The energy an object has due to motion e.g.

Equipment Required
wood, triangle cardboard support (for corners), glue, etc.

Useful Websites or Resources
The Laxey Wheel, on the Isle of Man https://manxnationalheritage.im/learn/family-learning/museum-on-the-move-laxey-wheel-2/ Wind power https://www.bbc.co.uk/bitesize/topics/zxy4cmn/articles/zsdbym & https://www.bbc.co.uk/bitesize/topics/znrwdp3/articles/zsx9r2p

Knowledge Organiser - C5 – Year 5/6

D&T Unit: Mechanisms - Waterwheels

Year: A2

Term: Spring

Learning Objectives - Knowledge	Key Driver
To know what water is used for; to know the names, purposes and history of windmills and waterwheels.	NW
To know about a famous waterwheel: The Laxey Waterwheel, on the Isle of Man.	NW
To know how to test the effects of different designs and numbers of paddle/buckets on a prototype waterwheel and evaluate these.	C
To know how to use simple woodworking equipment safely to make a basic frame with corner supports.	C, HL
To know how to design a waterwheel.	C
To know how to make an effective waterwheel by following a design plan.	C
To know how to adapt a waterwheel to lift a small container	C
To know how to test and evaluate a finished product against a design plan	C

Key Vocabulary	
Word	Meaning
water power (or hydropower)	A renewable energy, such as electricity, that is generated directly from water falling, rushing under or through or by tides
water turbines	A machine which can turn water power into electricity
watermill	A machine that harnesses the power of water - may be used to grind grain into flour, to pump water, or to produce electricity.
mechanisms	Any tool used to convert or control motion or transmit control or power.
	A renewable source of energy that generates power, which comes from moving water.
blade	A thin flat or curved object that is rotated about an axis by a flow of water
axis	A straight line about which a body (e.g. a waterwheel) rotates
gears	Wheels with teeth that slot together.
cogs	A tooth on the rim of a wheel adjusted to fit notches in another wheel or bar and to give or receive motion.
shaft	Something that resembles a long, thin pole

Equipment Required
square section wood (1m per child), wooden dowelling (30cm per child), corrugated plastic (A4-sized piece per child), cardboard triangles, hot glue gun and glue sticks, watering can (for testing), small container, string (to lift)

Useful Websites or Resources
The Laxey Wheel, on the Isle of Man https://manxnationalheritage.im/learn/family-learning/museum-on-the-move-laxey-wheel-2/ Hydropower 101 Hydropower 101 - YouTube Example videos 'how to make a waterwheel' - YouTube (children's research)

Knowledge Organiser - C3 – Year 2/3

D&T Unit: Textiles - Bunting & Banners (King Charles III Coronation 2023)

Year: A2

Term: Summer

Learning Objectives - Knowledge	Key Driver
To know how bunting and banners are used in celebrations and commemorations	NW, K
To know how to use basic running stitch to create a channel for a hanging rod.	C, HL
To know how to cut out capital letters of uniform size from felt.	C, HL
To know about using symbols and basic pictures to link to a theme and create them using felt shapes.	C
To know how to adapt a basic design to include our own ideas.	C
To know how to evaluate our final pieces.	C

Key Vocabulary	
Word	Meaning
banner	a piece of cloth showing a design, often used to give messages
bunting	a hanging decoration used during celebrations, consisting of a long ribbon or string to which small fabric flags are attached.
running stitch	a simple stitch in which the thread passes in and out of the fabric in a line.
uniform	all the same
felt	a type of soft, thick and quite rigid fabric which can be cut without fraying.

Equipment Required
scissors, needles, embroidery thread, felt (red, blue and white plus scraps of other colours), dowelling for the hanging rods

Useful Websites or Resources
https://www.cleapss.org.uk/ (Sewing guidance)

Knowledge Organiser C4 – Year 4/5**D&T Unit:** Textiles - Bunting & Banners (King Charles III Coronation 2023)**Year:** A2**Term:** Summer

Learning Objectives - Knowledge	Key Driver
To know what bunting is and why it is used.	NW, K
To know how to analyse and evaluate bunting, identifying the sewing that has been used and why?	NW, C
To know how to thread a needle and complete rows of simple running stitch and finishing off (oversewing); to know safety measures.	C, HL
To know how to complete rows of back stitch and finishing off (oversewing).	C
To know how to complete rows of chain stitch and finishing off (oversewing).	C
To know how to design an individual piece of bunting, using the given fabric and resources.	C
To know how to transfer knowledge of chosen (running, back or chain) stitch to decorate the edge of the bunting, using required skills.	C
To know how to attach a piece of fabric onto the main piece of felt, using chosen (running, back or chain) stitch.	C
To know how to sew sequins (to the crown) onto the piece of felt.	C
To know how to add finishing touches e.g. sew on a tassel, write on the felt etc.	C
To know how to identify a final piece of work, identifying strengths, weaknesses and improvements for future projects.	C

Key Vocabulary	
Word	Meaning
bunting	A piece of textile that is used for festivals and celebrations as a decoration.
running stitch	A small even stitch run in and out in cloth.
back stitch	A stitch made by taking the thread backward than the conventional forward motion.
chain stitch	An ornamental looped embroidery stitch resembling the links of a chain.
felt	A type of matted fabric that consists of textile fibres condensed and pressed together.
oversew	To sew stitches repeatedly over the top of one another to make a firm seam.

Equipment Required
needles, cotton thread, felt (red, blue, yellow & white), dowelling, sequins, tassels, examples of different stitching

Useful Websites or Resources
https://www.cleapss.org.uk/ (Sewing guidance) https://www.youtube.com/watch?v=i1-B01FB56s Running stitch https://www.youtube.com/watch?v=sjHm8CL9WDA Back stitch https://www.youtube.com/watch?v=BslGFb4L7To Chain stitch

Knowledge Organiser C5 – Year 5/6**D&T Unit:** Textiles - Bunting & Banners (King Charles III Coronation 2023) **Year:** A2 **Term:** Summer

Learning Objectives - Knowledge	Key Driver
To know what bunting is and when and why it is used	NW, K
To know how to evaluate existing examples of bunting and identify strengths and weaknesses	NW, C
To know safety measures to take when making bunting (hand stitching and when using sewing machine)	HL, C
To know how to create a paper pattern	C
To know how to thread a needle, to tie a knot in thread, what to do when the thread runs out	C
To know how to do running stitch and backstitch and when it is appropriate to use each; to know how to oversew to finish off a line of stitches	C
To know what fabric to choose for different purposes (e.g. to applique)	C
To know how to applique, including choice of stitch, size of stitch and placement of felt	C
To know how to use a sewing machine to join 2 pieces of fabric	C
To know how to design a piece of bunting so that it works in harmony with the others	C
To know how to add appropriate embellishments and the best way to fix them (e.g. sewing or glueing)	C
To know how bunting flags can be attached to each other	C
To know how to evaluate own bunting	C

Key Vocabulary	
Word	Meaning
Bunting	a string of small flags, chiefly used for decoration
Template	a pattern used as a guide to make something
Felt	a thick fabric made from tightly packed fibres
Running stitch	a line of small even stitches which run back and forth through the cloth without overlapping
Backstitch	a stitch in which the thread is doubled back on the preceding stitch
Oversew	to sew back over stitches for a short while, to ensure they do not come undone
Applique	to sew small pieces of fabric onto a larger piece to create a pattern
Embellishment	decoration

Equipment Required
Examples of bunting, paper for template, 33 needles, needle threaders, range of thread, cotton fabric in red, white and blue, bias binding (50m), sewing machine

Useful Websites or Resources
Sewing guidance https://www.cleapss.org.uk/ How to sew bunting How to sew simple bunting by Debbie Shore - YouTube