Curious-city, NC coverage per subject, 4.0 AWGS

Curious City		National Curriculum 2014 coverage within Curious-city™ enquiries																						
KS1		**Y1**												**Y2**										
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 are we?	What do artists do?	What grows near me?	How could we play in different ways?	What 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 a home?	How will we get around in the future?
Design	design purposeful, functional, appealing products for themselves and other users based on design criteria																		
	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																		
	evaluate their ideas and products against design criteria																		
Technical knowledge	build structures, exploring how they can be made stronger, stiffer and more stable																		
	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																		
	understand where food comes from																		

Light Blue indciates objectives are enhancing

Dark Blue indicates objective as lead state of being

Curious-city, NC coverage per subject, 4.0 AWGS

Curious City		National Curriculum 2014 coverage within Curious-city™ enquiries																						
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?	How can you feel the force?	How do plants die?	What is the difference between surviving and being healthy?	What is 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 does 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 vulnerable?	Who is trading with whom?	What makes a good performance, great?	How are you helping to save our planet?	What do forces actually do?	How are lives saved?	Who were the greater engineers?	Linnaeus and Darwin - what connects them?	Where does our food really come from?	How do we all live together?	Why are shadows important?	How big is your footprint?
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																																	
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	Through the Computing National Curriculum																																
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																																	

Light Blue indciates objectives are enhancing

Dark Blue indicates objective as lead state of being