

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	Prior year's curriculum content	Nursery Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Skills		<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> I can use my imagination and talk about my ideas I can mix using tools, i.e. to mix paints, making play dough, Begin to learn how to use a knife and fork <p><u>Structures:</u></p> <ul style="list-style-type: none"> I can manipulate materials to shape them I can use my imagination and talk about my ideas Choose the right materials to carry out a plan 	<p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Use one-handed tools to cut (i.e. playdough etc) Begin to learn how to use a knife and fork I can use my imagination and talk about my ideas <p><u>Structures:</u></p> <ul style="list-style-type: none"> I can join materials in different ways Explore different materials Use one-handed tools e.g. scissors. I can manipulate materials to shape them 	<p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> I can make healthy food and drink choices I can use my imagination and talk about my ideas <p><u>Structures:</u></p> <ul style="list-style-type: none"> I can choose the most effective materials, tools and techniques I can explain my choices I can work cooperatively Join different materials and explore different textures I can manipulate materials to shape them 	<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> Choose effective materials, tools and techniques and explain these choices Work cooperatively Use a range of tools to roll, spread and mix such as rolling pins and pastry cutters. Select effective tools and use them safely i.e. pastry cutters and rolling pins Choose techniques and apply them Cut and eat food using a knife, fork and spoon safely and correctly. Safely use a variety of techniques <p><u>Structures</u></p> <ul style="list-style-type: none"> Hold mark-making tools such as pencils correctly using a tripod grip Use a range of tools including paintbrushes, scissors, hole punch, rolling pins and pastry cutters Choose effective materials, tools and techniques and explain these choices Work cooperatively Select effective tools and use them safely Choose techniques and apply them Experiment with colour, design, texture, form and function Safely use a variety of techniques, materials and tools Select effective tools and techniques and explain why I have chosen them
Knowledge		<p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Explore different materials and ingredients, using senses to investigate <p><u>Structures:</u></p> <ul style="list-style-type: none"> Make simple models to express ideas Explore different materials, using senses to investigate Use resources such as rolling pins, scissors, cutters, paintbrushes to achieve desired outcome 	<p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Develop ideas of how to use different ingredients <p><u>Structures:</u></p> <ul style="list-style-type: none"> Develop ideas of how to use different materials Explore different textures 	<p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Create collaborative sharing ideas, resources and skills <p><u>Structures:</u></p> <ul style="list-style-type: none"> Create collaborative sharing ideas, resources and skills 	<ul style="list-style-type: none"> Reinforce previously taught skills and develop ability to represent them Create collaboratively ideas, resources and skills Explore, use and refine artistic effects to express ideas and feelings Safely use and explore a variety of materials and techniques, exploring colour,

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					design, texture, form and function. <ul style="list-style-type: none"> • Share their own creations and be able to explain the process used
Vocabulary		Ingredients, spread, mix, food technology, safety, senses, materials, model, structure, glue, scissors, knife, design, make, move, join, build, fold, strong	Ingredients, cut, mix, peel, food technology, safety, senses, materials, model, structure, glue, scissors, knife, design, make, move, join, build, fold, strong, texture	Ingredients, cut, mix, peel, food technology, safety, senses, materials, model, structure, glue, scissors, knife, design, make, move, join, build, fold, strong, texture, share, teamwork, explain, tools,	

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	Prior year's curriculum content	Reception Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Skills:	<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> I can use my imagination and talk about my ideas I can mix using tools, i.e. to mix paints I can make healthy food and drink choices Use one-handed tools to cut (i.e. playdough etc) Begin to learn how to use a knife and fork <p>Structures:</p> <ul style="list-style-type: none"> I can manipulate materials to shape them I can use my imagination and talk about my ideas Choose the right materials to carry out a plan Develop ideas of how to use different materials Explore different textures I can choose the most effective materials, tools and techniques I can explain my choices I can work cooperatively Join different materials and explore different textures 	<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Choose effective materials, tools and techniques and explain these choices Work cooperatively Use a range of tools to roll, spread and mix such as rolling pins and pastry cutters <p>Structures:</p> <ul style="list-style-type: none"> Hold mark-making tools such as pencils correctly using a tripod grip Use a range of tools including paintbrushes, scissors, hole punch, rolling pins and pastry cutters Choose effective materials, tools and techniques and explain these choices Work cooperatively 	<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Select effective tools and use them safely i.e. pastry cutters and rolling pins Choose techniques and apply them Cut and eat food using a knife, fork and spoon safely and correctly. <p>Structures:</p> <ul style="list-style-type: none"> Select effective tools and use them safely Choose techniques and apply them 	<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Safely use a variety of techniques Cut and eat food using a knife, fork and spoon safely and correctly. <p>Structures:</p> <ul style="list-style-type: none"> Experiment with colour, design, texture, form and function Safely use a variety of techniques, materials and tools Select effective tools and techniques and explain why I have chosen them 	<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Choose appropriate resources and tools Discuss how to keep safe when working with food Recognise basic hygiene when working with food. Make a plan before carrying out a task Choose appropriate resources and tools Cut food safely and talk about different ways to cut it Peel safely Create own ideas when designing and making something Evaluate my own product Explain how to make a product <p>Structures:</p> <ul style="list-style-type: none"> Use own ideas to make something Describe how something works Make a model stronger Make a plan before carrying out a task Make a model stronger Choose appropriate resources and tools Create own ideas when Explain how to make a product Make a product which moves Evaluate my own product Explain how to make a product
Knowledge:	<p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> ✓ Explore different materials and ingredients, using senses to investigate ✓ Develop ideas of how to use different ingredients ✓ Create collaborative sharing ideas, resources and skills <p>Structures:</p>	<ul style="list-style-type: none"> Reinforce previously taught skills and develop ability to represent them Know and talk about healthy eating Create collaboratively ideas, resources and skills 	<ul style="list-style-type: none"> Explore, use and refine artistic effects to express ideas and feelings Safely use and explore a variety of materials and techniques, exploring colour, design, texture, form and function. Share their own creations and be able to explain the process used 	<ul style="list-style-type: none"> Share their own creations and be able to explain the process used 	<p>Cooking and Nutrition:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional and appealing products based on a design criterion for themselves and others <p>Make:</p> <ul style="list-style-type: none"> Select and use a range of tools and equipment to perform practical tasks

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	<ul style="list-style-type: none"> • Make simple models to express ideas • Explore different materials, using senses to investigate • Develop ideas of how to use different materials • Explore different textures • Create collaborative sharing ideas, resources and skills • <p>✓</p>				<ul style="list-style-type: none"> • Select from a wide range of materials according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their own design against a design criterion <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Use basic principles of a balanced diet to prepare dishes • Understand the basic principles of food hygiene • Understand where different foods come from around UK <p>Structures:</p> <p>Design:</p> <ul style="list-style-type: none"> • Design functional and appealing products based on a design criterion for themselves and others • Generate and model drawing through talking about their product <p>Make:</p> <ul style="list-style-type: none"> • Select and use a range of tools and equipment to perform practical tasks • Select from a wide range of materials (construction, textiles, food) according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their own design against a design criterion <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Build a range of structures, understanding and developing knowledge of how to make them stronger
<p>Vocabulary:</p>		<p>Ingredients, cut, mix, food technology, safety, senses, materials, model, structure, glue, scissors, design, make, evaluate, move, join, build, fold, strong, tools, technique, chop, share, teamwork, mark making,</p>	<p>Ingredients, cut, mix, peel, food technology, safety, senses, materials, model, structure, glue, scissors, knife, design, make, evaluate, move, join, build, fold, strong, tools, technique, chop, share, teamwork, mark making, feelings, colour, function, creation, process</p>	<p>Ingredients, cut, mix, peel, food technology, safety, senses, materials, model, structure, glue, scissors, knife, design, make, evaluate, move, join, build, fold, strong, tools, technique, chop, share, teamwork, mark making, feelings, colour, function, creation, process</p>	

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	Prior year's curriculum content	Year 1 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Cooking and Nutrition Skills	<p>Skills:</p> <ul style="list-style-type: none"> ✓ I can use my imagination and talk about my ideas ✓ I can mix using tools, i.e. to mix paints ✓ I can make healthy food and drink choices ✓ Use one-handed tools to cut (i.e. playdough etc) ✓ Begin to learn how to use a knife and fork <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Explore different materials and ingredients, using senses to investigate ✓ Develop ideas of how to use different ingredients ✓ Create collaborative sharing ideas, resources and skills 	<p>“Cooking and Nutrition:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Choose appropriate resources and tools • Discuss how to keep safe when working with food • Recognise basic hygiene when working with food. • Cut food safely <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Design functional and appealing products based on a design criterion for themselves and others <p>Make:</p> <ul style="list-style-type: none"> • Select and use a range of tools and equipment to perform practical tasks • Select from a wide range of materials according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Use basic principles of a balanced diet to prepare dishes • Understand the basic principles of food hygiene 	<p>Cooking and Nutrition:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Make a plan before carrying out a task • Choose appropriate resources and tools • Cut food safely and talk about different ways to cut it • Begin learning to peel safely • Create own ideas when designing and making something • Evaluate my own product • Explain how to make a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Design functional and appealing products based on a design criterion for themselves and others <p>Make:</p> <ul style="list-style-type: none"> • Select and use a range of tools and equipment to perform practical tasks • Select from a wide range of materials according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their own design against a design criterion <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Use basic principles of a balanced diet to prepare dishes • Understand the basic principles of food hygiene • Understand where different foods come from around UK 		<p>Cooking and Nutrition:</p> <p>Skills:</p> <ul style="list-style-type: none"> ✓ Explain what is good about my own work ✓ Say what ingredients I am using ✓ Combine ingredients through stirring, mixing and whisking. ✓ Plan which materials and equipment to use when making a product ✓ Cut and peel safely ✓ Begin to grate safely ✓ Describe ingredients and where they fit on the Eat-well plate ✓ Choose the best technique to use when working with food and say why <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Design functional, appealing and purposeful products based on detailed design criteria • Generate, develop, model and communicate their ideas through talking, drawing, <p>Make:</p> <ul style="list-style-type: none"> • Select and use equipment to perform practical tasks (e.g. cutting) • Select materials (including construction, textiles and food) based on their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate existing products • Evaluate own design and product against design criteria and compare to others <p>Food Techonology:</p> <ul style="list-style-type: none"> ✓ Design food products using a design brief that includes specific measurements ✓ Understand that some food comes from different countries ✓ Use principles of a balanced diet to plan and prepare dishes and say why ✓ Evaluate the process of design and making the product against the design criteria ✓ Understand where food comes from and be able to say why
Vocabulary		Ingredients, cut, mix, peel, food technology, safety, senses, knife, spoon, chop, hygiene, balanced	Ingredients, cut, mix, peel, food technology, safety, senses, knife, spoon, chop, hygiene, balanced diet,		

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		diet, healthy, unhealthy, equipment, cooking	healthy, unhealthy, equipment, cooking, appealing, product		
Structures Skills and Knowledge:	<p>Skills:</p> <ul style="list-style-type: none"> I can manipulate materials to shape them I can use my imagination and talk about my ideas Choose the right materials to carry out a plan Develop ideas of how to use different materials Explore different textures I can choose the most effective materials, tools and techniques I can explain my choices I can work cooperatively Join different materials and explore different textures <p>Knowledge:</p> <ul style="list-style-type: none"> Make simple models to express ideas Explore different materials, using senses to investigate Develop ideas of how to use different materials Explore different textures Create collaborative sharing ideas, resources and skills 	<p>Structures:</p> <p>Skills:</p> <ul style="list-style-type: none"> Use own ideas to make something Describe how something works Make a model stronger Make a plan before carrying out a task Make a model stronger Choose appropriate resources and tools Create own ideas when designing and making something <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional and appealing products based on a design criterion for themselves and others Generate and model drawing through talking about their product <p>Make:</p> <ul style="list-style-type: none"> Select and use a range of tools and equipment to perform practical tasks Select from a wide range of materials (construction, textiles, food) according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their own design against a design criterion <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build a range of structures, understanding and developing knowledge of how to make them stronger 		<p>Structures:</p> <p>Skills:</p> <ul style="list-style-type: none"> Reinforce Autumn skills Explain how to make a product Make a product which moves Evaluate my own product Explain how to make a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional and appealing products based on a design criterion for themselves and others Generate and model drawing through talking about their product <p>Make:</p> <ul style="list-style-type: none"> Select and use a range of tools and equipment to perform practical tasks Select from a wide range of materials (construction, textiles, food) according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their own design against a design criterion <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build a range of structures, understanding and developing knowledge of how to make them stronger 	<p>Skills:</p> <ul style="list-style-type: none"> Think of ideas and plan what to do next in a design process Choose tools and materials and explain why I have chosen them Join materials and components in different ways and say which is best and why Explain what is good about my own work Measure materials (non-standard) to use in a structure Plan which materials and equipment to use when making a product Measure materials to create models/structures accurately Explore mechanisms such as levers and sliders, wheels and axels <p>Knowledge:</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stiffer, stronger and compare these to each other Explore and use mechanisms (levers, sliders, wheels, axels)
Vocabulary		Design, Make, Evaluate, Tools used by name, Materials used by name, Move, Join, Cut, Fold, Build, Draw, Glue, Model, Strong Works/does not work		Design, Make, Evaluate, Tools used by name, Materials used by name, Move, Join, Cut, Fold, Build, Draw, Glue, Model, Strong Works/does not work	

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	Prior year's curriculum content	Year 2 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Cooking and Nutrition Skills and Knowledge	<p>Skills:</p> <ul style="list-style-type: none"> Choose appropriate resources and tools Discuss how to keep safe when working with food Recognise basic hygiene when working with food. Make a plan before carrying out a task Choose appropriate resources and tools Cut food safely and talk about different ways to cut it Create own ideas when designing and making something Evaluate my own product Explain how to make a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional and appealing products based on a design criterion for themselves and others <p>Make:</p> <ul style="list-style-type: none"> Select and use a range of tools and equipment to perform practical tasks Select from a wide range of materials according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their own design against a design criteria <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Use basic principles of a balanced diet to prepare dishes Understand the basic principles of food hygiene Understand where different foods come from around UK 		<p>Skills:</p> <ul style="list-style-type: none"> Explain what is good about my own work Say what ingredients I am using Combine ingredients through stirring, mixing and whisking. Plan which materials and equipment to use when making a product Cut and peel safely (this could initially be cutting playdough for example) Begin to grate safely Describe ingredients and where they fit on the Eat-well plate Choose the best technique to use when working with food and say why <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional, appealing and purposeful products based on detailed design criteria Generate, develop, model and communicate their ideas through talking, drawing, <p>Make:</p> <ul style="list-style-type: none"> Select and use equipment to perform practical tasks (e.g. cutting) Select materials (including construction, textiles and food) based on their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate existing products Evaluate own design and product against design criteria and compare to others <p>Food Technology:</p> <ul style="list-style-type: none"> Design food products using a design brief that includes specific measurements Understand that some food comes from different countries Use principles of a balanced diet to plan and prepare dishes and say why 		<p>Skills:</p> <ul style="list-style-type: none"> ✓ Know how to chop using claw grip ✓ Know how to chop using bridge grip ✓ Combine different foods using different utensils (whisk, spatula) ✓ Choose the best technique when working with food and explain why ✓ Understand the health and safety measures when working with food. ✓ Describe ingredients and research where they come from and where they fit on the Eat-well plate ✓ Understand what seasonal foods are and design healthy meal based on this ✓ Evaluate food using sensory knowledge to evaluate ingredients <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product Order steps within a plan of designing a product Work safely and accurately with a range of equipment <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Evaluate familiar products <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> To practice relevant health and safety procedures when handling and preparing food Know how to use sensory information to evaluate ingredients.

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			<ul style="list-style-type: none"> Evaluate the process of design and making the product against the design criteria Understand where food comes from and be able to say why 		<ul style="list-style-type: none"> Know whether foods are grown, reared or caught Understand the difference between fresh and processed foods.
Vocabulary			Food Technology, Ingredients by name, Equipment by name, Describe method, Cook, Bake, Weigh, Varied diet		
Structures Skills and Knowledge:	<p>Skills:</p> <ul style="list-style-type: none"> Use own ideas to make something Describe how something works Make a model stronger Make a plan before carrying out a task Make a model stronger Choose appropriate resources and tools Create own ideas when designing and making something Explain how to make a product Make a product which moves Evaluate my own product Explain how to make a product <p>Knowledge: <u>Design, Make and Evaluate (see Cooking and Nutrition)</u></p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build a range of structures, understanding and developing knowledge of how to make them stronger 	<p>Skills:</p> <ul style="list-style-type: none"> Think of ideas and plan what to do next in a design process Choose tools and materials and explain why I have chosen them Join materials and components in different ways and say which is best and why Explain what is good about my own work Measure materials (non-standard) to use in a structure Plan which materials and equipment to use when making a product Measure materials to create models/structures accurately Explore mechanisms such as levers and sliders, wheels and axels <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional, appealing and purposeful products based on detailed design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. Where appropriate to use ICT To be able to draw ideas and models from a bird's eye view. <p>Make:</p> <ul style="list-style-type: none"> Select and use tools to perform practical tasks (cutting, shaping, joining, finishing) Select materials (including construction, textiles and food) based on their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate existing products Evaluate own design and product against design criteria and compare to others <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stiffer, stronger and compare these to each other 			

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		<ul style="list-style-type: none"> Explore and use mechanisms (levers, sliders, wheels, axels) 			
Vocabulary		Design, Make, Evaluate, Tools used by name, Materials used by name, Knowledge, Practical, Product, Develop, Mock-up, Construct, Assemble, Structure, Measure Movement, Join, Shape, Finish, Stiffer Stable			
Textiles Skills and Knowledge:				<ul style="list-style-type: none"> Skills: Think of ideas and plan what to do next in a design process Explain what is good about my own work Choose specific textiles for purpose Measure materials (non-standard) to use Join materials in different ways, i.e. cross stitch, running stitch Explain why I have chosen specific textiles <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional, appealing and purposeful products based on detailed design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. <p>Make:</p> <ul style="list-style-type: none"> Select and use tools to perform practical tasks (cutting, shaping, joining, finishing) Select materials (including construction, textiles and food) based on their characteristics Be able to select tools to perform cross stitch, joining and finishing and compare these <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate existing products Evaluate own design and product against design criteria and compare to others 	

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Vocabulary				Cutting, finishing, sewing, textiles, stitching, cross stitch, thread, needle, joining, design, evaluate, make, purpose, measure	
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	Prior year's curriculum content	Year 3 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
<p>Cooking and Nutrition Skills and Knowledge:</p>	<p>Skills:</p> <ul style="list-style-type: none"> Explain what is good about my own work Say what ingredients I am using Combine ingredients through stirring, mixing and whisking. Cut and peel safely Grate safely Plan which materials and equipment to use when making a product Dice and grate food safely Describe ingredients and where they fit on the Eat-well plate Choose the best technique to use when working with food and say why <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional, appealing and purposeful products based on detailed design criteria Generate, develop, model and communicate their ideas through talking, drawing, <p>Make:</p> <ul style="list-style-type: none"> Select and use equipment to perform practical tasks (e.g. cutting) Select materials (including construction, textiles and food) based on their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate existing products Evaluate own design and product against design criteria and compare to others <p>Food Technology:</p> <ul style="list-style-type: none"> Design food products using a design brief that includes specific measurements Understand that some food comes from different countries Use principles of a balanced diet to plan and prepare dishes and say why Evaluate the process of design and making the product against the design criteria Understand where food comes from and be able to say why 	<p>Skills:</p> <ul style="list-style-type: none"> Know how to chop using claw grip Know how to chop using bridge grip Dice and grate safely Combine different foods using different utensils (whisk, spatula) Choose the best technique when working with food and explain why Understand the health and safety measures when working with food. Describe ingredients and research where they come from and where they fit on the Eat-well plate Understand what seasonal foods are and design healthy meal based on this Evaluate food using sensory knowledge to evaluate ingredients <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product Order steps within a plan of designing a product Work safely and accurately with a range of equipment <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Evaluate familiar products <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> To practice relevant health and safety procedures when handling and preparing food 			<p>Skills:</p> <ul style="list-style-type: none"> Measure ingredients using simple measures, i.e. cup, tbsp. Know how to chop using claw grip Know how to chop using bridge grip Combine different foods using different utensils (whisk, spatula) Choose the best technique when working with food and explain why Understand the health and safety measures when working with food. Describe ingredients and research where they come from and where they fit on the Eat-well plate Understand what seasonal foods are and design healthy meal based on this Evaluate food using sensory knowledge to evaluate ingredients <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience and begin to create own success criteria Design and annotate sketches and prototypes and explain choices Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability of a product Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work Identify areas of improvement and success in their own work <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Know how to measure using simple measures Use sensory information to evaluate ingredients Use relevant hygiene practice when preparing, handling and storing food. Know about fair trade foods Know about 1 key chef and their contribution to healthy eating e.g. Jamie Oliver

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		<ul style="list-style-type: none"> • Know how to use sensory information to evaluate ingredients. • Know whether foods are grown, reared or caught • Understand the difference between fresh and processed foods. 			
Vocabulary	Food Technology, Ingredients by name, Equipment by name, Describe method, Cook, Bake, Weigh, Varied diet	Food Technology, Ingredients by name, Equipment by name Describe method, Balanced diet Recipe, Processed, grown, reared, caught, safety, hygiene, Harvesting, claw grip, bridge grip, utensils.			
Structures Skills and Knowledge:	<p>Skills:</p> <ul style="list-style-type: none"> • Think of ideas and plan what to do next in a design process • Choose tools and materials and explain why I have chosen them • Join materials and components in different ways and say which is best and why • Explain what is good about my own work • Measure materials (non-standard) to use in a structure • Plan which materials and equipment to use when making a product • Measure materials to create models/structures accurately • Explore mechanisms such as levers and sliders, wheels and axels <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Design functional, appealing and purposeful products based on detailed design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. Where appropriate to use ICT • To be able to draw ideas and models from a bird's eye view. <p>Make:</p> <ul style="list-style-type: none"> • Select and use tools to perform practical tasks (cutting, shaping, joining, finishing) • Select materials (including construction, textiles and food) based on their characteristics <p>Evaluate:</p>		<p>Skills:</p> <ul style="list-style-type: none"> • Use simple software (CAD) to practise drawing and manipulating shapes • Use nets to form a 3-D shape • Strengthen models using different techniques • Disassemble 3-D product to see the 2-D shapes needed to create it • Select tools and techniques for making a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Research and evaluate existing products for purpose and audience • Know what a prototype is • Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> • Select appropriate equipment for a task out of choice given by a teacher • Select the best way to make a product • Order steps within a plan of designing a product • Work safely and accurately with a range of tools • Use finishing techniques to strengthen and improve a product, using ICT where appropriate • Measure, cut, score, mark out using standard measures (e.g. cm) and assemble accurately <p>Evaluate:</p>		<p>Skills:</p> <ul style="list-style-type: none"> • Conduct market research and use to inform product, explaining choices • Construct a 3D shape from a net • Investigate how 3D shapes can be strengthened • Create a prototype of a design and create annotated sketches • Measure, mark out, cut, score, shape and join materials accurately (to the cm) using a range of tools • Evaluate a final product against a design brief and suggest improvements • Use CAD (if possible) to design a product • Use increasingly accurate measures to cut, score, measure and assemble materials • Select appropriate tools and techniques to create a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Research and evaluate existing products for purpose and audience and begin to create own success criteria • Design and annotate sketches and prototypes and explain choices • Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> • Select appropriate equipment for a task thinking about the properties and suitability of a product • Suggest alternative ways of making a product if first attempt fails

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<ul style="list-style-type: none"> Explore and evaluate existing products Evaluate own design and product against design criteria and compare to others <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stiffer, stronger and compare these to each other Explore and use mechanisms (levers, sliders, wheels, axels) 		<ul style="list-style-type: none"> Evaluate their product against original design criteria Disassemble and evaluate familiar products <p>Structures:</p> <ul style="list-style-type: none"> To know what a net is Know how to strengthen a model/structure and test its strength Know the names of more complex 3-D shapes Use CAD to develop a product 		<p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work Identify areas of improvement and success in their own work <p>Structures:</p> <ul style="list-style-type: none"> Know what a net is Understand what a shell structure is Know more sophisticated methods for strengthening a structure and testing a structure's strength Use CAD to develop a product Know why engineers use certain structures and know how engineers solve design problems (e.g. Burji Khalifa in Dubai)
Vocabulary	Design, Make, Evaluate, Tools used by name, Materials used by name, Knowledge, Practical, Product, Develop, Mock-up, Construct, Assemble, Structure, Measure Movement, Join, Shape, Finish, Stiffer Stable		Design, Make, Evaluate, Tools used by name, Materials used by name, Knowledge, Practical, Product, Develop, Mock-up, Construct, Assemble, Structure, Measure Movement, Join, Shape, Finish, Stiffer Stable, 3-D, 2-D, CAD, nets, functionality, suitability,		
Textiles Skills and Knowledge:	<ul style="list-style-type: none"> Skills: Think of ideas and plan what to do next in a design process Explain what is good about my own work Choose specific textiles for purpose Measure materials (non-standard) to use Join materials in different ways, i.e. cross stitch, running stitch Explain why I have chosen specific textiles <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional, appealing and purposeful products based on detailed design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. <p>Make:</p> <ul style="list-style-type: none"> Select and use tools to perform practical tasks (cutting, shaping, joining, finishing) Select materials (including construction, textiles and food) based on their characteristics 		<p>Skills:</p> <ul style="list-style-type: none"> Select tools and techniques for making a product Investigate textile products and the joining techniques used Demonstrate range of stitching techniques (cross-stitch and backstitch) and join 2 pieces of fabric together- demonstrating need for seam allowances Disassemble 3-D product to see the 2-D shapes needed to create it Use finishing techniques to improve a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product 		

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<ul style="list-style-type: none"> Be able to select tools to perform cross stitch, joining and finishing and compare these <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate existing products Evaluate own design and product against design criteria and compare to others 		<ul style="list-style-type: none"> Order steps within a plan of designing a product Work safely and accurately with a range of tools Use finishing techniques to strengthen and improve a product, using ICT where appropriate Measure, cut, score, mark out using standard measures (e.g. cm) and assemble accurately <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Disassemble and evaluate familiar products <p>Textiles:</p> <ul style="list-style-type: none"> To know how to reinforce existing fabrics and join 2 pieces of fabric together using some stitches (e.g. cross stitch) 		
Vocabulary	Cutting, finishing, sewing, textiles, stitching, cross stitch, thread, needle, joining, design, evaluate, make, purpose, measure		Cutting, finishing, sewing, textiles, stitching, cross stitch, thread, needle, joining, design, evaluate, make, purpose, measure, cut, score, mark, fabric, back stitch, seam allowance		
Mechanisms Skills and Knowledge	<p>Skills:</p> <ul style="list-style-type: none"> Explore and use mechanisms (levers, sliders, wheels, axels) Think of ideas and plan what to do next in a design process Choose tools and materials and explain why I have chosen them Join materials and components in different ways and say which is best and why Explain what is good about my own work Measure materials to create models/structures accurately <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Design functional, appealing and purposeful products based on detailed design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. Where appropriate to use ICT To be able to draw ideas and models from a bird's eye view. <p>Make:</p>			<p>Levers and Linkages:</p> <p>Skills:</p> <ul style="list-style-type: none"> Investigate what a lever is Explore market research and use this to inform a product Create a mock up of a product Select tools and techniques to mark out, cut and score materials Use increasingly accurate measures (cm,mm?) to measure, cut, mark out, score and assemble products Create prototype drawings (annotated) of a product before making <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p>	

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<ul style="list-style-type: none"> • Select and use tools to perform practical tasks (cutting, shaping, joining, finishing) • Select materials (including construction, textiles and food) based on their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate existing products • Evaluate own design and product against design criteria and compare to others <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Explore and use mechanisms (levers, sliders, wheels, axels) 			<ul style="list-style-type: none"> • Select appropriate equipment for a task out of choice given by a teacher • Select the best way to make a product • Order steps within a plan of designing a product • Work safely and accurately with a range of tools • Use finishing techniques to strengthen and improve a product, using ICT where appropriate • Measure, cut, score, mark out using standard measures (e.g. cm) and assemble accurately <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate their product against original design criteria • Evaluate familiar products <p>Levers and linkages:</p> <ul style="list-style-type: none"> • To know what a pivot is and know the difference between a fixed and loose pivot • To know how to use lever and linkage systems • To understand where levers and linkages are used in commercial products • To know why levers are used to lift loads 	
Vocabulary				Lever, linkage, mechanism, pivot, lifting, prototype, mock up,	

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	Prior year's curriculum content	Year 4 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Cooking and Nutrition Skills and Knowledge	<p>Skills:</p> <ul style="list-style-type: none"> Know how to chop using claw grip Know how to chop using bridge grip Combine different foods using different utensils (whisk, spatula) Choose the best technique when working with food and explain why Understand the health and safety measures when working with food. Describe ingredients and research where they come from and where they fit on the Eat-well plate Understand what seasonal foods are and design healthy meal based on this Evaluate food using sensory knowledge to evaluate ingredients <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product Order steps within a plan of designing a product Work safely and accurately with a range of equipment <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Evaluate familiar products <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> To practice relevant health and safety procedures when handling and preparing food Know how to use sensory information to evaluate ingredients. 			<p>Cooking and Nutrition (links to eat well and fair trade) (Summer 2) <u>Could link to Vikings?</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Measure ingredients using simple measures, i.e. cup, tbsp. Know how to chop using claw grip Know how to chop using bridge grip Combine different foods using different utensils (whisk, spatula) Choose the best technique when working with food and explain why Understand the health and safety measures when working with food. Describe ingredients and research where they come from and where they fit on the Eat-well plate Understand what seasonal foods are and design healthy meal based on this Evaluate food using sensory knowledge to evaluate ingredients <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience and begin to create own success criteria Design and annotate sketches and prototypes and explain choices Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability of a product Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work 	<p>Skills:</p> <ul style="list-style-type: none"> Know some advanced methods for mixing ingredients (i.e. rubbing in) Measure ingredients accurately using different units Know how to follow a recipe Know how to select appropriate utensils for the job Know how to cut and shape dough <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research existing products for purpose, ensuring the product is fit for purpose. Begin to create a sequence of the process to get to the end product and discuss the good and bad points <p>Make:</p> <ul style="list-style-type: none"> Select the appropriate equipment for a task thinking about the properties of the equipment and their suitability for the product Suggest alternative ways of making a product if the first attempt fails Begin to explain why they believe their product is going to be good quality by reflecting on their choices of chosen materials <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate appearance and function against original design criteria Identify areas of improvement and success in their own work <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Measure ingredients accurately Follow a recipe Select appropriate utensils for specific jobs Know about organic foods and the impact of these

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<ul style="list-style-type: none"> Know whether foods are grown, reared or caught Understand the difference between fresh and processed foods. 			<ul style="list-style-type: none"> Identify areas of improvement and success in their own work Cooking and Nutrition: Know how to measure using simple measures Use sensory information to evaluate ingredients Use relevant hygiene practice when preparing, handling and storing food. Know about fair trade foods Know about 1 key chef and their contribution to healthy eating e.g. Jamie Oliver 	
Vocabulary				<p>Make, design, evaluate, sensory, measure, claw grip, bridge grip, utensils, technique, health and safety, hygiene, healthy, seasonal, chef, Eat-well plate, fair trade,</p>	
Structures Skills and Knowledge	<p>Skills:</p> <ul style="list-style-type: none"> Use simple software (CAD) to practise drawing and manipulating shapes Use nets to form a 3-D shape Strengthen models using different techniques Disassemble 3-D product to see the 2-D shapes needed to create it Select tools and techniques for making a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product Order steps within a plan of designing a product Work safely and accurately with a range of tools Use finishing techniques to strengthen and improve a product, using ICT where appropriate 	<p>Structures/ Buildings/ Construction/ Strengthening (Autumn 2) Linked to Romans and Gaudi</p> <p>Skills:</p> <ul style="list-style-type: none"> Conduct market research and use to inform product, explaining choices Construct a 3D shape from a net Investigate how 3D shapes can be strengthened Create a prototype of a design and create annotated sketches Measure, mark out, cut, score, shape and join materials accurately (to the cm) using a range of tools Evaluate a final product against a design brief and suggest improvements Use CAD (if possible) to design a product Use increasingly accurate measures to cut, score, measure and assemble materials Select appropriate tools and techniques to create a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience and begin to create own success criteria Design and annotate sketches and prototypes and explain choices 			

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<ul style="list-style-type: none"> Measure, cut, score, mark out using standard measures (e.g. cm) and assemble accurately <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Disassemble and evaluate familiar products <p>Structures:</p> <ul style="list-style-type: none"> To know what a net is Know how to strengthen a model/structure and test its strength Know the names of more complex 3-D shapes Use CAD to develop a product 	<ul style="list-style-type: none"> Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability of a product Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work Identify areas of improvement and success in their own work <p>Structures:</p> <ul style="list-style-type: none"> Know what a net is Understand what a shell structure is Know more sophisticated methods for strengthening a structure and testing a structure's strength Use CAD to develop a product Know why engineers use certain structures and know how engineers solve design problems (e.g. Burji Khalifa in Dubai) 			
Vocabulary		Market Research, Engineering, Strength, Construct, Bracing, Tension, Prototype, Mock – up, Assemble, Materials, Equipment, Skills / Techniques, Design brief, Net, Faces, Edges, Cut, Shape, Fold, Design, Architect, Annotated sketch, Front view, Birds-eye view, Measurements, Measure, Assemble, Tools, Observe, Evaluate, Improve			
Textiles Skills and Knowledge					
Vocabulary					
Mechanisms Skills and Knowledge					
Vocabulary					
Electrical Skills and Knowledge	N/A		<p>Making products which use electrical circuits (Spring 1) Should have pre-existing knowledge of making electrical circuits from Autumn Term Science</p> <p>Skills:</p> <ul style="list-style-type: none"> Create simple circuits Understand how to create a circuit with a switch Find fault in a circuit and correct it Select from and use a range of tools to perform practical task 		

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



			<ul style="list-style-type: none"> Evaluate final product against a design criteria and suggest improvements <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience and begin to create own success criteria Design and annotate sketches and prototypes and explain choices Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability of a product Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work Identify areas of improvement and success in their own work <p>Electrical knowledge:</p> <ul style="list-style-type: none"> Understand and use knowledge of electrical systems To know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block) 		
Vocabulary			Circuits, connections, wires, switch, circuit break, electrical, voltage, complete, incomplete, product		

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	Prior year's curriculum content	Year 5 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Cooking and Nutrition Skills and Knowledge	<p>Skills:</p> <ul style="list-style-type: none"> • Measure ingredients using simple measures, i.e. cup, tbsp. • Know how to chop using claw grip • Know how to chop using bridge grip • Combine different foods using different utensils (whisk, spatula) • Choose the best technique when working with food and explain why • Understand the health and safety measures when working with food. • Describe ingredients and research where they come from and where they fit on the Eat-well plate • Understand what seasonal foods are and design healthy meal based on this • Evaluate food using sensory knowledge to evaluate ingredients <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Research and evaluate existing products for purpose and audience and begin to create own success criteria • Design and annotate sketches and prototypes and explain choices • Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> • Select appropriate equipment for a task thinking about the properties and suitability of a product • Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate their work and others and incorporate other's ideas into their work • Identify areas of improvement and success in their own work <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Know how to measure using simple measures • Use sensory information to evaluate ingredients • Use relevant hygiene practice when preparing, handling and storing food. • Know about fair trade foods • Know about 1 key chef and their contribution to healthy eating e.g. Jamie Oliver 		<p>Skills:</p> <ul style="list-style-type: none"> • Know some advanced methods for mixing ingredients (i.e. rubbing in) • Measure ingredients accurately using different units • Know how to follow a recipe • Know how to select appropriate utensils for the job • Know how to cut and shape dough <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Research existing products for purpose, ensuring the product is fit for purpose. • Begin to create a sequence of the process to get to the end product and discuss the good and bad points <p>Make:</p> <ul style="list-style-type: none"> • Select the appropriate equipment for a task thinking about the properties of the equipment and their suitability for the product • Suggest alternative ways of making a product if the first attempt fails • Begin to explain why they believe their product is going to be good quality by reflecting on their choices of chosen materials <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate appearance and function against original design criteria • Identify areas of improvement and success in their own work <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Measure ingredients accurately • Follow a recipe • Select appropriate utensils for specific jobs 		<p>Skills:</p> <ul style="list-style-type: none"> • Know several advanced methods for mixing ingredients (i.e. rubbing in) • Measure ingredients accurately using different units • Know how to follow and write a recipe • Know how to select appropriate utensils for the job • Know how to cut, shape and knead dough <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> • Evaluate existing products for purpose and focus on functionality ensuring the product is fit for purpose • Sequence the process they will perform and discuss the positives and negatives <p>Make:</p> <ul style="list-style-type: none"> • Select appropriate equipment for a task thinking about the properties and suitability and evaluate • Understand how to meet a design criteria and/or client brief • Discuss why they believe their product is good quality and reflect on choice of materials, tools and equipment <p>Evaluate:</p> <ul style="list-style-type: none"> • Assess appearance and function against original design criteria and suggest improvements • Carry out tests to assess their products • Record their evaluations using drawings with labels <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Measure ingredients accurately • Follow a recipe • Select appropriate utensils for specific purpose • Know what organic foods are and their positives and negatives • Know about a range of chefs and explore different cooking techniques • Discuss different cooking styles from around the globe

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



			<ul style="list-style-type: none"> Know about organic foods and the impact of these 		
Vocabulary			Recipe, mix, dough, utensils, measure, units, mixing, make, design, evaluate, organic, purpose, suitability, function		
Structures Skills and Knowledge					
Vocabulary					
Textiles Skills and Knowledge	<p>From Y3 Curriculum:</p> <p>Skills:</p> <ul style="list-style-type: none"> Select tools and techniques for making a product Investigate textile products and the joining techniques used Demonstrate range of stitching techniques (cross-stitch and backstitch) and join 2 pieces of fabric together- demonstrating need for seam allowances Disassemble 3-D product to see the 2-D shapes needed to create it Use finishing techniques to improve a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product Order steps within a plan of designing a product Work safely and accurately with a range of tools Use finishing techniques to strengthen and improve a product, using ICT where appropriate Measure, cut, score, mark out using standard measures (e.g. cm) and assemble accurately 	<p>Skills:</p> <ul style="list-style-type: none"> Know when to combine multiple fabrics to create a 3-D product Know how embroidery can embellish a product Use a variety of stitch types (cross stitch, back stitch, running stitch, finishing stitches) Present market research in a variety of ways <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research existing products for purpose, ensuring the product is fit for purpose Design and annotate sketches and prototypes to discover suitable materials and process. Explain their choices using cross-sectional diagrams Begin to create a sequence of the process to get to the end product and discuss the good and bad points <p>Make:</p> <ul style="list-style-type: none"> Select the appropriate equipment for a task thinking about the properties of the equipment and their suitability for the product Suggest alternative ways of making a product if the first attempt fails Begin to explain why they believe their product is going to be good quality by reflecting 			

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Disassemble and evaluate familiar products <p>Textiles:</p> <ul style="list-style-type: none"> To know how to reinforce existing fabrics and join 2 pieces of fabric together using some stitches (e.g. cross stitch) 	<p>on their choices of chosen materials</p> <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate appearance and function against original design criteria Identify areas of improvement and success in their own work <p>Textiles:</p> <ul style="list-style-type: none"> Know that a 3-D textile product can be made from a combination of pieces and know when to combine fabrics to make a 3-D piece Know how embroidery can be used to embellish a product Know when to use particular stitch types Analyse existing products and report what joining/fastening methods have been used 			
<p>Vocabulary</p>		<p>Textiles, fabrics, embroidery, stitches, joining, fastening, embellish, combine, seam allowance, design, make, evaluate, cross sectional diagrams,</p>			
<p>Mechanisms Skills and Knowledge</p>	<p>From Y3 Curriculum: Levers and Linkages:</p> <p>Skills:</p> <ul style="list-style-type: none"> Investigate what a lever is Explore market research and use this to inform a product Create a mock-up of a product Select tools and techniques to mark out, cut and score materials Use increasingly accurate measures (cm,mm?) to measure, cut, mark out, score and assemble products Create prototype drawings (annotated) of a product before making <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience Know what a prototype is Design and annotate sketches and prototypes to discover suitable materials <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task out of choice given by a teacher Select the best way to make a product 			<p>Skills:</p> <ul style="list-style-type: none"> Use pulleys and /or gears to speed up, slow down or change direction of a movement Draw an exploded diagram Select materials, tools and techniques for purpose Sequence a plan to get to an end product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research existing products for purpose, ensuring the product is fit for purpose Design and annotate sketches and prototypes to discover suitable materials and process. Explain their choices using cross-sectional diagrams Begin to create a sequence of the process to get to the end product and discuss the good and bad points <p>Make:</p> <ul style="list-style-type: none"> Select the appropriate equipment for a task thinking about the properties of the equipment and their suitability for the product Suggest alternative ways of making a product if the first attempt fails 	

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	<ul style="list-style-type: none"> Order steps within a plan of designing a product Work safely and accurately with a range of tools Use finishing techniques to strengthen and improve a product, using ICT where appropriate Measure, cut, score, mark out using standard measures (e.g. cm) and assemble accurately <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their product against original design criteria Evaluate familiar products <p>Levers and linkages:</p> <ul style="list-style-type: none"> To know what a pivot is and know the difference between a fixed and loose pivot To know how to use lever and linkage systems To understand where levers and linkages are used in commercial products To know why levers are used to lift loads 			<ul style="list-style-type: none"> Begin to explain why they believe their product is going to be good quality by reflecting on their choices of chosen materials <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate appearance and function against original design criteria Identify areas of improvement and success in their own work <p>Pulleys or gears:</p> <ul style="list-style-type: none"> Know that mechanical systems have an input, process and output Know what a gear and a pulley are Know that gears and pulleys can be used to speed up, slow down or change direction of movement 	
Vocabulary				Mechanism, pulley, gears, movement, force, exploded diagram, sequence,	
Electrical systems Skills and Knowledge					
Vocabulary					

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	Prior year's curriculum content	Year 6 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Cooking and Nutrition Skills and Knowledge	<p>Skills:</p> <ul style="list-style-type: none"> Know some advanced methods for mixing ingredients (i.e. rubbing in) Measure ingredients accurately using different units Know how to follow a recipe Know how to select appropriate utensils for the job Know how to cut and shape dough <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research existing products for purpose, ensuring the product is fit for purpose. Begin to create a sequence of the process to get to the end product and discuss the good and bad points <p>Make:</p> <ul style="list-style-type: none"> Select the appropriate equipment for a task thinking about the properties of the equipment and their suitability for the product Suggest alternative ways of making a product if the first attempt fails Begin to explain why they believe their product is going to be good quality by reflecting on their choices of chosen materials <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate appearance and function against original design criteria Identify areas of improvement and success in their own work <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Measure ingredients accurately Follow a recipe Select appropriate utensils for specific jobs Know about organic foods and the impact of these 	<p>Skills:</p> <ul style="list-style-type: none"> Know several advanced methods for mixing ingredients (i.e. rubbing in) Measure ingredients accurately using different units Know how to follow and write a recipe Know how to select appropriate utensils for the job Know how to cut, shape and knead dough Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Knowledge</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Measure ingredients accurately Follow a recipe Select appropriate utensils for specific purpose Know what organic foods are and their positives and negatives Know about a range of chefs and explore different cooking techniques Discuss different cooking styles from around the globe Understand the principles of a healthy balanced diet Understand seasonality 	<p>Skills:</p> <ul style="list-style-type: none"> Know several advanced methods for mixing ingredients (i.e. rubbing in) Measure ingredients accurately using different units Know how to follow and write a recipe Know how to select appropriate utensils for the job Know how to cut, shape and knead dough Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Knowledge</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Measure ingredients accurately Follow a recipe Select appropriate utensils for specific purpose Know what organic foods are and their positives and negatives Know about a range of chefs and explore different cooking techniques Discuss different cooking styles from around the globe Understand the principles of a healthy and balanced diet 	<p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Evaluate existing products for purpose and focus on functionality ensuring the product is fit for purpose Sequence the process they will perform and discuss the positives and negatives <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability and evaluate Understand how to meet a design criteria and/or client brief Discuss why they believe their product is good quality and reflect on choice of materials, tools and equipment <p>Evaluate:</p> <ul style="list-style-type: none"> Assess appearance and function against original design criteria and suggest improvements Carry out tests to assess their products Record their evaluations using drawings with labels 	
Vocabulary				Design, make, evaluate, purpose, function, quality, appearance,	

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				equipment, client brief, utensils, measure, units, organic, chef, cooking styles, recipe, cut, mix, knead	
Structures Skills and Knowledge	<p>From Y4 Curriculum:</p> <p>Skills:</p> <ul style="list-style-type: none"> Conduct market research and use to inform product, explaining choices Construct a 3D shape from a net Investigate how 3D shapes can be strengthened Create a prototype of a design and create annotated sketches Measure, mark out, cut, score, shape and join materials accurately (to the cm) using a range of tools Evaluate a final product against a design brief and suggest improvements Use CAD (if possible) to design a product Use increasingly accurate measures to cut, score, measure and assemble materials Select appropriate tools and techniques to create a product <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience and begin to create own success criteria Design and annotate sketches and prototypes and explain choices Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability of a product Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work 		<p>Skills:</p> <ul style="list-style-type: none"> Conduct, use and present market research to inform product Create annotated sketches and prototypes of model/structure Select suitable materials based on their properties and explain choices Accurately use a range of tools, i.e. junior hacksaws, G clamps, bench hooks safely. measure, mark out, cut, shape and join materials using tools accurately (to the mm) Develop own design criteria Test their own product for strength and suggest improvements Evaluate own and others products based on original design criteria, suggesting improvements Evaluate own product against market research Record evaluations in a variety of ways <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Evaluate existing products for purpose and focus on functionality ensuring the product is fit for purpose Design and annotate sketches and prototypes to discover suitable materials. Explain their choices through cross-sectional and exploded diagrams Sequence the process they will perform and discuss the positives and negatives <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability and evaluate Understand how to meet a design criteria and/or client brief Discuss why they believe their product is good quality and reflect on choice of materials, tools and equipment <p>Evaluate:</p> <ul style="list-style-type: none"> Record their evaluations using drawings with labels Test products to assess their effectiveness and suitability Assess product against design criterion and discuss how products can be improved. <p>Structures:</p>		

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	<ul style="list-style-type: none"> Identify areas of improvement and success in their own work <p>Structures:</p> <ul style="list-style-type: none"> Know what a net is Understand what a shell structure is Know more sophisticated methods for strengthening a structure and testing a structure's strength Use CAD to develop a product Know why engineers use certain structures and know how engineers solve design problems (e.g. Burji Khalifa in Dubai) 		<ul style="list-style-type: none"> Know how to reinforce, stabilise and strengthen 3-D structures Select materials based on their properties and qualities Know which shapes are strongest and will support weight 		
Vocabulary			Design, make, evaluate, effectiveness, suitability, strengthen, stiffen, range of tools (G-clamp, hacksaw), design criteria, measure, units, properties,		
Textiles Skills and Knowledge					
Vocabulary					
Mechanisms Skills and Knowledge					
Vocabulary					
Electrical Systems Skills and Knowledge	<p>From Y4 Curriculum:</p> <p>Skills:</p> <ul style="list-style-type: none"> Create simple circuits Understand how to create a circuit with a switch Find fault in a circuit and correct it Select from and use a range of tools to perform practical task Evaluate final product against a design criteria and suggest improvements <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Research and evaluate existing products for purpose and audience and begin to create own success criteria Design and annotate sketches and prototypes and explain choices Begin to create a sequence of the process they will perform to get to an end product <p>Make:</p>	<p>Skills:</p> <ul style="list-style-type: none"> Know how to incorporate self-made switches into a circuit Test components in parallel and series circuits Assess faults in an electrical systems and explain why it has happened Test components in a series circuit <p>Knowledge:</p> <p>Design:</p> <ul style="list-style-type: none"> Evaluate existing products for purpose and focus on functionality ensuring the product is fit for purpose Design and annotate sketches and prototypes to discover suitable materials. Explain their choices through cross-sectional and exploded diagrams Sequence the process they will perform and evaluate <p>Make:</p> <ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability and evaluate Understand how to meet a design criterion 			

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	<ul style="list-style-type: none"> Select appropriate equipment for a task thinking about the properties and suitability of a product Suggest alternative ways of making a product if first attempt fails <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their work and others and incorporate other's ideas into their work Identify areas of improvement and success in their own work <p>Electrical knowledge:</p> <ul style="list-style-type: none"> Understand and use knowledge of electrical systems: see Year 3 (reinforcement) To know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block) 	<ul style="list-style-type: none"> reflect on choice of materials, tools and equipment <p>Evaluate:</p> <ul style="list-style-type: none"> Assess appearance and function against original design criteria and suggest improvements Carry out tests to assess their products Record evaluations using drawings with labels <p>Electrical Knowledge:</p> <ul style="list-style-type: none"> Know how to incorporate simple self-made switches in a circuit Know how to test components in series and parallel circuits Know how simple switches are made Assess faults in electrical systems Know why materials make good conductors/insulators Know how electrical systems are controlled (i.e. flow charts) 			
<p>Vocabulary</p>		<p>Circuit, switches, conductors, insulators, flow charts, series, parallel,</p>			

DESIGN AND TECHNOLOGY CURRICULUM PROGRESSION



	Prior year's curriculum content	Template Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Responding to art					
Vocabulary		✓	✓	✓	
Sculpture and form					
Vocabulary					
Painting and colour		✓			
Vocabulary					
Drawing, line and tone					
Vocabulary					
Printing, pattern and textiles					
Vocabulary			✓		