

Research

Design

Mechanisms

Textiles

Significant
Individuals/
Events

DT

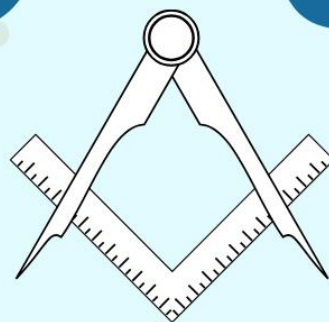
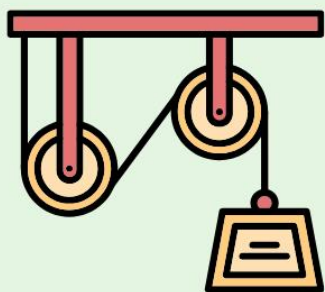
Electrical
Systems

Food and
Healthy Living

Make

Evaluate

Choices + Vocabulary



Declarative Knowledge and Concepts (knowledge)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		- Sliders and Levers - Templates and joining - Preparing fruit and vegetables	- Wheels and Axels - Templates and joining - Preparing fruit and vegetables	- Levers and linkages - 2D shape to 3D product - Healthy and varied diet	- 2D shape to 3D product - Simple circuits and switches - Healthy and varied diet	- More complex switches and circuits with pulleys and gears - Combining different fabric shapes - Celebrate culture and seasonality	- Combining different fabric shapes - More complex switches and circuits with pulleys and gears - Celebrate culture and seasonality
Mechanisms	Card is stronger than paper. Wheels go round. Know and use technical vocabulary: Join, fix, push, pull	Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project: slider, lever, pivot, pull, push, user	Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project: Vehicle, wheel, axle, chassis, axle holder, body, fixed, joining, design, purpose, user	Understand and use lever and linkage mechanisms Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project: Mechanism, lever, linkage, pivot, linear, rotary, user, purpose, function, prototype, design criteria	n/a	Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary related to the subject: Circuit, switch, circuit diagram, mechanical system, input, process, output.	Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary related to the subject: Circuit, switch, circuit diagram, mechanical system, input, process, output. Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio

Subject Progression Design Technology



Textiles	Know some products made from fabric.	Understand why some products are made from fabric.	Understand the different qualities of different fabrics and why we might choose a certain fabric for a particular product.	Understand the need for patterns.	Understand the need for patterns and seam allowances.	Understand how a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.	Understand how a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
	Know some methods to join fabric.	Understand there are various ways to join fabric.	Know how to join fabric in a variety of ways.	Understand how to securely join two pieces of fabric together.	Know how to strengthen, stiffen and reinforce existing fabrics.	Know how to strengthen, stiffen and reinforce fabric, where appropriate.	Know how to strengthen, stiffen and reinforce fabric, where appropriate.
Food (and healthy living)	Know and use technical vocabulary: Make, decorate, stitch	Understand how simple 3D textiles products are made using two identical shapes.	Understand how simple 3D textiles products are made using two identical shapes.	Know and use technical vocabulary relevant to the project: Fastening, structure, finishing technique, strength, weakness, templates, user, purpose, design, model, evaluate, prototype, annotated sketch, aesthetics, pattern pieces.	Know and use technical vocabulary relevant to the project: Fastening, structure, finishing technique, strength, weakness, templates, user, purpose, design, model, evaluate, prototype, annotated sketch, aesthetics, pattern pieces, compartment, zip, button, seam, seam allowance, functional.	Know and use technical vocabulary relevant to their project: seam, seam allowance, template, design criteria, annotate, functionality, user, purpose, evaluate, prototype	Know and use technical vocabulary relevant to their project: seam, seam allowance, template, design criteria, annotate, functionality, user, purpose, evaluate, mock-up, prototype, wadding, reinforce, hem, innovation, authentic.
	Understand that fruit and vegetables are healthy.	Understand and know where a range of fruit and vegetables come from. Eg. Farmed or home grown.	Understand and know where a range of fruit and vegetables come from. Eg. Farmed or home grown.	Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught.	Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught.	Understand about seasonality in relation to food products and the source of different food products.	Understand about seasonality in relation to food products and the source of different food products.
	Know and use technical vocabulary:		Understand basic principles of a			Know and use relevant technical	Know and use relevant technical

Subject Progression Design Technology



	Fruit and vegetable names, healthy, cut, slice, peel	Understand basic principles of a healthy diet. Know and use technical and sensory vocabulary, relevant to the project. Eg. Fruit and vegetable names, names of equipment and utensils, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, design, evaluate.	healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. Know and use technical and sensory vocabulary, relevant to the project. Eg. Fruit and vegetable names, names of equipment and utensils, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, arranging, design, evaluate, planning, investigating, criteria, healthy diet.	Know and use relevant technical and sensory vocabulary appropriately eg. Texture, taste, sour, greasy, savoury, hygienic, reared, caught, frozen, processed, planning, design criteria, user . purpose, annotated sketch	Know and use relevant technical and sensory vocabulary appropriately eg. Texture, taste, sour, greasy, savoury, hygienic, reared, caught, frozen, processed, planning, design criteria, user . purpose, annotated sketch, edible, finned, harvested, appearance, sensory evaluations	and sensory vocabulary eg. Ingredients, yeast, dough, baking soda, carbohydrate, protein, vitamins, nutrients, nutrition, allergy, intolerance, seasonality, combine, knead, innovative, research, evaluate, design brief	and sensory vocabulary eg. Ingredients, yeast, dough, baking soda, carbohydrate, protein, vitamins, nutrients, nutrition, allergy, intolerance, seasonality, combine, knead, innovative, research, evaluate, design brief, design specification, unleavened, bran, gluten, dairy, savoury, source, combine
Electrical Systems					Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Know and understand how computing can be used to program and control their product. Know and use technical vocabulary relevant to the project: design	Understand and use electrical systems in their products. Understand knowledge of computing to program, monitor and control products. Know and use technical vocabulary relevant to the project: design criteria, user, purpose, function, prototype, innovative, control,	Understand and use electrical systems in their products. Understand knowledge of computing to program, monitor and control products. Know and use technical vocabulary relevant to the project: design criteria, user, purpose, function, prototype, innovative, control,

Subject Progression Design Technology



					criteria, user, purpose, function, prototype, innovative, control, system, input, output, series circuit Know the dangers of mains electricity.	system, input, output, series circuit, parallel circuit, monitor, program, flowchart Know the dangers of mains electricity.	system, input, output, series circuit, parallel circuit, monitor, program, flowchart, names of switches and components, design specification Know the dangers of mains electricity.
Significant individuals / events	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Mechanisms / Electrical Systems			Benz and Ford – The first cars	Mary Anderson – Windscreen wiper		Garret Morgan – Traffic Signals	
Textiles			Jim Henson – Master puppeteer, inventor and screenwriter	Morag Myerscough – creating joy and belonging through colour and design	Gideon Sundback The invention of the zipper		Vivienne Westwood – Using designs to carry political messages and make people aware of environmental and human rights issues
Food		Jamie Oliver – Healthy Schools			The History of Nandos	Nadia Hussain – Breaking 'bake-off' boundaries	Heston Blumenthall – using science in cooking

Procedural Knowledge and Concepts (skills)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	-	- Sliders and Levers - Templates and joining - Preparing fruit and vegetables	- Wheels and Axles - Templates and joining - Preparing fruit and vegetables	- Levers and linkages - 2D shape to 3D product - Healthy and varied diet - Simple circuits and switches (1 lesson)	- 2D shape to 3D product - Simple circuits and switches - Healthy and varied diet	- More complex switches and circuits with pulleys and gears - Combining different fabric shapes - Celebrate culture and seasonality	- Combining different fabric shapes - More complex switches and circuits with pulleys and gears - Celebrate culture and seasonality
Research	<u>Mechanisms</u> Explore moving vehicles through play. Explore simple levers through play. Explore simple sliders in books.	<u>Mechanisms</u> Explore a range of existing books and everyday products that use simple sliders and levers Discuss with children what they will be designing and then making. Who will your product be for? (user) What will be its purpose? How do you want it to move? Will you use a slider or a lever? (children should be allowed to make their own choices to give ownership)	<u>Mechanisms</u> Explore and evaluate a range of products with wheels and axles. Explore different types of vehicles, their uses and their features. Discuss with the children what they will be designing, making and evaluating within an authentic context. With the children, identify a user and purpose for the product and generate simple design criteria.	<u>Mechanisms</u> Investigate, analyse and evaluate books and where available, other products which have a range of lever and linkage mechanisms. Use questions to develop children understanding about existing products. Who might it be for? What's its purpose? What do you think will move? How do you think the mechanism works? What materials have been used? Investigate and analyse books and	<u>Mechanisms</u> <u>n/a</u>	<u>Mechanisms</u> Investigate, analyse and evaluate existing everyday products and existing toys that incorporate gear or pulley systems. Use videos and photographs of products that cannot be explored first hand. Research and if possible, visit engineering and manufacturing companies that are relevant to the product they are designing and making.	<u>Mechanisms</u> Investigate, analyse and evaluate existing everyday products and existing toys that incorporate gear or pulley systems. Use videos and photographs of products that cannot be explored first hand. Use observational drawings and questions to develop understanding of each product in the collection. Research and if possible, visit engineering and

Subject Progression Design Technology



				where available, other products with lever and linkage mechanisms. Discuss with the children the purpose of the products they will be designing and making and who the products will be for (user). Children to generate a range of ideas, encouraging creative responses.		Children generate innovative ideas by carrying out research including surveys, interviews and questionnaires and then develop a design spec for their product.	manufacturing companies that are relevant to the product they are designing and making. Children generate innovative ideas by carrying out research including surveys, interviews and questionnaires and then develop a design spec for their product.
	Textiles Explore and use different fabrics. Cut and join fabrics with simple techniques.	Textiles Children investigate and evaluate existing products linked to the chosen project. Explore and compare different fabrics, joining techniques and finishing techniques. Generate a range of ideas. Consider how their fabric will be joined. Practise threading own needle.	Textiles Children investigate and evaluate existing products linked to the chosen project. Explore and compare different fabrics, joining techniques and finishing techniques. Make drawings of existing products, understanding the user and purpose. Identify and label, if appropriate, the fabrics and techniques used. Generate a range of ideas and consider 'What parts will be	Textiles Children investigate a range of textile badges, that have a selection of stitches, joins, fabrics and finishing techniques. Develop understanding through questioning. <i>What is it's purpose? Why has this fabric been used? How has the fabric been joined together?</i> Understand how a key event / individual has	Textiles Children investigate a range of textile cases, that have a selection of stitches, joins, fabrics and finishing techniques, fastenings and purposes (pencil cases, make-up brushes, phone, tablet). Think about products from the past and the changes in textile production, with the invention of zips and Velcro.	Textiles Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Use questions to develop understanding: <i>Who would use this product? What's it's purpose? What design decisions have been made? What components have been used?</i>	Textiles Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Investigate work by designers and their impact of fabrics and products. Use questions to develop understanding: <i>Who would use this product? What's it's purpose? What design decisions have been made? What</i>

Subject Progression Design Technology



		Practise running stitch.	joined? How will it be joined?' Use templates from paper to cut out fabric shapes Practise threading own needle. Practise over stitch.	influenced the development of the chosen product / fabric. Allow children to practise different stitching techniques, sewing 2 small pieces of fabric together.	Disassemble appropriate textile products to understand 3D shape, patterns and seam allowances. Develop understanding through questioning. <i>What is it's purpose? Why has this fabric been used? How has the fabric been joined together? How effective are it's fastenings? How has it been decorated? What would the 2-piece pattern look like?</i> Understand how a key event / individual has influenced the development of the chosen product / fabric.	Children investigate how existing products have been constructed. Children disassemble a product and explore what the fabric shapes look like, how they have been joined, how it has been strengthened, and what fastenings have been used. Generate ideas by carrying out research using, surveys, interviews, questionnaires, the internet. Develop skills – threading needles, practising a range of stitches, making seams, tack or attach wadding, 2D pattern making, CAD design.	<i>components have been used? Is the design innovative? Is it functional or decorative?</i> Children disassemble a product and explore what the fabric shapes look like, how they have been joined, how it has been strengthened, and what fastenings have been used and to evaluate why these decisions were made by the designer. Generate ideas by carrying out research using, surveys, interviews, questionnaires, the internet. Develop skills – threading needles, practising a range of stitches, making seams, tack or attach wadding, 2D pattern making CAD design.
	Food Experience common fruit and vegetables, undertaking sensory activities ie.	Food Children examine a range of fruit / vegetables. Discuss healthy eating advice.	Food Children examine a range of fruit / vegetables, use questions to develop understanding.	Food Children investigate a range of food products eg. Lunches over a week, foods	Food Children investigate a range of food products eg. Lunches over a week, foods	Food Children use first hand and secondary sources to carry out relevant research into existina	Food Children use first hand and secondary sources to carry out relevant research into existina

Subject Progression Design Technology



	Appearance, taste and smell. Growing food – understanding where some food comes from	Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. Research existing products to determine children's preferences. Discuss basic food hygiene. Demonstrate how to use simple utensils and provide opportunities for the children to practise eg. Washing, grating, peeling, slicing, squeezing.	Discuss healthy eating advice including <i>the eatwell plate</i> and a balanced diet. Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them – <i>which words can we use to describe the taste, shape, colour, feel?</i> Research existing products to determine children's preferences, provide opportunities for children to think about intended users / suitability for purpose. Discuss basic food hygiene and the importance of following instructions. Demonstrate how to use simple utensils and provide opportunities for the children to practise skills such as washing, grating, peeling, slicing, squeezing. Talk about food processing and which parts of the fruit we eat, why we prepare fruits and vegetable in certain ways.	provided for them, menu from a local café. Link to the principles of the eatwell plate. Carry out sensory evaluations of the contents of the food from a variety of bought food products and record the results. Research information about existing products that relate to their product. Visit local supermarket or use the internet. Research how a variety of ingredients are grown and harvested. <i>Where and when are the ingredients grown?</i>	provided for them, menu from a local café. Link to the principles of the eatwell plate. Carry out sensory evaluations of the contents of the food from a variety of bought food products and record the results – understand how the sensory characteristics affect their liking for the food. Research information about existing products that relate to their product. Visit local supermarket or use the internet. Research how a variety of ingredients are grown, harvested, reared, caught and processed. <i>Where do different meats / fish / cheese / eggs come from? How and why are they processed?</i>	products to include personal / cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced / seasonal / organic ingredients. Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. Research key chefs who have promoted healthy eating. When using a basic dough recipe, explore making different shapes to change the appearance of the food product and how it appeals to others.	products to include personal / cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced / seasonal / organic ingredients. Carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. Present results in eg. Tables / graphs / charts and by using evaluative writing. Research key chefs who have promoted healthy eating, seasonality and using local produce. When using a basic dough recipe, explore making different shapes to change the appearance of the food product and how it appeals to others.
	Electrical systems n/a	Electrical systems n/a	Electrical systems n/a	Electrical systems n/a	Electrical systems Children to investigate examples of	Electrical systems Using research, discuss a range of relevant products	Electrical systems Using research, discuss a range of relevant products

Subject Progression Design Technology



					switches which work in different ways eg. Push to make, push to break, toggle switch. Let the children use them in simple circuits. Understand how might different types of switches be useful in different types of products. Discuss, investigate and disassemble different examples of battery powered products. Gather information about needs and wants of a target user.	that respond to changes in the environment using a computer control program eg. Automatic nightlights, alarm systems, security lighting. <i>Consider who have they been designed for? And for what purpose?</i> Research inventors related to the project. Eg. Thomas Edison Draw on science understanding. Draw on related computing activities where children can write computer control programs that include inputs, outputs and decision making.	that respond to changes in the environment using a computer control program eg. Automatic nightlights, alarm systems, security lighting. <i>Consider who have they been designed for? And for what purpose?</i> Investigate electrical sensors, such as light dependent resistors (LDR's) and revisit range of switches, children to explore how they work using simple circuits. Draw on science understanding. Draw on related computing activities where children can write computer control programs that include inputs, outputs and decision making. Investigate famous inventors who developed ground-breaking electrical systems and components.
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Subject Progression Design Technology



Design	<u>Mechanisms</u> Talk about their ideas. Choose materials to use. Think about making things for a specific user / purpose.	<u>Mechanisms</u> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups using card and paper. Discuss finishing techniques the children might use eg. Digital text and graphics, paint, felt tips, collage. Talk about the order in which the mechanisms will be made.	<u>Mechanisms</u> Generate ideas based on simple design criteria and their own experiences, explaining their design choices and talking about what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Use wheels and axles to explore and understand how they can be fixed or loose, by making a mock up. Discuss how the children might add finishing techniques to their product.	<u>Mechanisms</u> Develop a design brief with the children within a context which is authentic and meaningful. Generate realistic ideas and their own design criteria, through discussion, focussing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.	n/a	<u>Mechanisms</u> Develop an authentic and meaningful design brief with the children. Communicate ideas through detailed annotated drawings from different views and / or exploded diagrams.	<u>Mechanisms</u> Develop an authentic and meaningful design brief with the children. Communicate ideas through detailed annotated drawings from different views and / or exploded diagrams. The drawings should indicate design decisions and include the locations of the mechanical and electrical components. Produce detailed step by step plans and lists of tools, equipment and materials needed. If appropriate allocate tasks within a team.
	<u>Textiles</u> Talk about their ideas. Choose materials to use. Think about making things for a specific user / purpose.	<u>Textiles</u> Design a functional and appealing product for a chosen user and purpose, based on simple design criteria. Through talk and drawing, children	<u>Textiles</u> Generate, develop, model and communicate their ideas as appropriate through talking, drawing and labelling, templates and mock ups.	<u>Textiles</u> Generate realistic ideas, through discussion and design criteria for an appealing product fit for purpose and specific users.	<u>Textiles</u> Generate realistic ideas, through discussion and design criteria for an appealing, functional product fit for purpose and specific users.	<u>Textiles</u> Set an authentic and meaningful design brief. Generate innovative ideas through research. Communicate ideas through	<u>Textiles</u> Set an authentic and meaningful design brief. Children develop a simple design spec for their product. Communicate ideas through

Subject Progression Design Technology



		to develop their ideas. IT could be used for patterns. Choose one idea to follow through.	Establish a clear user and purpose, in an authentic context. Talk about design criteria and develop ideas as a class. Choose one idea to follow through.	Produce annotated sketches, prototypes and final product sketches. Take into account others' views. Plan the main stages of making.	Produce annotated sketches, prototypes and final product sketches and pattern pieces. Consider others' views and reflect these within the design. Plan the main stages of making eg. Using a flowchart or story board.	detailed, annotated drawings. Drawings should indicate design decisions. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design spec. List equipment and tools needed. Allocate tasks within a team if appropriate.	detailed, annotated drawings and/or CAD. Drawings should indicate design decisions, including, methods of strengthening, type of fabric and type of stitching. Children should be able to explain their design decisions. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design spec. Produce step by step plans, lists of tools, equipment, fabrics and components needed. Allocate tasks within a team if appropriate.
	Food Make own choices about food,	Food Set a context for designing which is	Food Set a context for designing which is	Food Discuss the purpose of the	Food Discuss the purpose of the	Food Generate innovative ideas	Food Develop a design brief and simple

[illegible]

Subject Progression Design Technology



	n/a	n/a	n/a	n/a	Develop a design brief within a meaningful context. Children to generate a range of ideas, encouraging realistic responses. Agree on design criteria that can be used to guide the development and evaluation, including safety features. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Consider the main stages of making and testing.	Use research to develop a design spec for a functional product that responds automatically to changes in the environment. Consider, time, resources and costs. Generate and develop innovative ideas. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Formulate a step by step plan to guide making, listing tools, equipment, materials and components.	Develop an authentic and meaningful design brief with the children. Generate innovative ideas by drawing on research and knowledge and develop a design spec for their product carefully considering the purpose and the needs of the intended user. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Drawings should indicate the design decisions made, including the location of the electrical components and how they work as a system. Produce detailed step by step plans and lists of tools, equipment and materials needed. If appropriate allocate tasks within a team.
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Subject Progression Design Technology



	Make	Mechanisms Understand how to make simple flaps and hinges. Know how to use scissors. Can fix materials together using glue, tape etc. Assembled vehicles with moving wheels using construction kits.	Mechanisms Plan by suggesting what to do next. Select and use tools and materials, explaining their choices, to cut, shape, join and fix paper and card. Make their product by following their own design. Use simple finishing techniques suitable for the product they are creating.	Mechanisms Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Make their wheel and axle product using their design ideas and criteria as an ongoing guide. Add finishing techniques to their product, referring to their design and design criteria.	Mechanisms Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.	Mechanisms n/a	Mechanisms Formulate step by step plans Select from and use a range of tool and equipment. Make high quality products, applying knowledge, understanding and skills. Use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose	Mechanisms Formulate step by step plans Select from and use a range of tool and equipment. Make high quality products, applying knowledge, understanding and skills. Use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose Work within the constraints of time, resources and costs.
		Textiles Use scissors Practise threading Practise weaving	Textiles Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Join fabric using a running stitch.	Textiles Use templates to mark out areas of fabric to cut according to their own design. Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.	Textiles Select and use a range of appropriate tools with some accuracy. eg. cutting, joining and finishing. Select fabrics according to their functional characteristics eg. strength and	Textiles Select and use a range of appropriate tools with some accuracy. eg. cutting, joining and finishing. Select fabrics according to their functional characteristics eg. strength and	Textiles Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Consider time, resources and cost.	Textiles Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and costs.

Subject Progression Design Technology



		Select and use textiles according to their characteristics. Explore finishing techniques	Join fabric using an overstitch. Select and use textiles according to their characteristics. Explore finishing techniques according to their design	aesthetic qualities eg. pattern	aesthetic qualities eg. Pattern Children to assemble their product using their existing knowledge, skills and understanding. Encourage children to think about aesthetics and quality finish of their product.	Make high quality products applying knowledge, understanding and skills. Children use a range of decorating techniques to ensure a well-finished final product that matches the intended user and purpose.	Make high quality products applying knowledge, understanding and skills. Children use a range of decorating techniques to ensure a well-finished final product that matches the intended user and purpose.
	Food Seasonal small group food preparation	Food Use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics eg. Colour, texture, taste to create a chosen product.	Food Use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics eg. Colour, texture, taste to create a chosen product.	Food Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Select and use appropriate utensils and equipment to prepare and combine ingredients. Consider the presentation and appearance of their product.	Food Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Select and use appropriate utensils and equipment to prepare and combine ingredients. Consider the presentation and appearance of their product.	Food Select and use appropriate utensil and equipment accurately to measure and combine ingredients. Make, decorate and present the food product accordingly, considering the user and purpose.	Food Select and use appropriate utensil and equipment accurately to measure and combine ingredients. Make, decorate and present the food product, linking to the design brief and the user and purpose.
	<u>Electrical systems</u> n/a	<u>Electrical systems</u> n/a	<u>Electrical systems</u> n/a	<u>Electrical systems</u> n/a	<u>Electrical systems</u> Select and use tools and equipment to cut, shape, join and	<u>Electrical systems</u> Competently select and accurately assemble materials.	<u>Electrical systems</u> Make a high quality product, applying own knowledge, skills

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					finish with some accuracy. Select from and use materials and components according to their functional properties and aesthetic qualities. Assemble their high quality product, drawing on their own knowledge, understanding and skills.	Securely connect electrical components to produce a functional product. Create a computer control program to enable an electrical product to work automatically in response to changes in the environment.	and understanding. Competently select and accurately assemble materials. Securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.
Evaluate	<u>Mechanisms</u> Can talk about own work / models / creations. Can think about how well their model works and start to consider how it could be improved.	<u>Mechanisms</u> Ask the children to evaluate their developing ideas and final products against the original design criteria.	<u>Mechanisms</u> Evaluate their finished product by discussing how well it works in relation to the purpose, the user and the original design criteria, including any changes they made. Consider how they could improve.	<u>Mechanisms</u> Evaluate the final product against the intended user, drawing on the design criteria previously agreed.	<u>Mechanisms</u> n/a	<u>Mechanisms</u> Compare the final product to the original design specification Test products with intended user / purpose	<u>Mechanisms</u> Compare the final product to the original design specification Test products with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve work.

Subject Progression Design Technology



	<u>Textiles</u> Recognise when something doesn't work or look correct and consider how to problem solve.	<u>Textiles</u> Recognise when something doesn't work and attempt to problem solve. Evaluate ongoing work and the final product against the intended purpose and with the intended user.	<u>Textiles</u> Recognise when something doesn't work or look correct and try to problem solve. Evaluate ongoing work and the final product against the intended purpose and with the intended user drawing on their design criteria.	<u>Textiles</u> Evaluate throughout, recognise potential problems and aim to solve them. Test their product against the original design criteria and with the intended user.	<u>Textiles</u> Evaluate as the process is undertaken and the final product, in relation to the design brief and criteria. The product should be tested by the intended user and for it's purpose. Others' views should be sought to help with identifying possible improvements.	<u>Textiles</u> Evaluate both as they proceed with their work and the final product in use. Consider the views of others to improve own work. Compare the final product to the original design spec. Evaluate how appropriate the product is for it's intended user / purpose. Communicate their evaluation.	<u>Textiles</u> Evaluate both as they proceed with their work and the final product in use. Consider the views of others to improve own work. Compare the final product to the original design spec. Critically evaluate the quality of the design, manufacture, functionality, innovation and fitness for intended user and purpose. Communicate their evaluation in various forms eg. Writing for a particular purpose or giving a well-structured oral evaluation, speaking clearly and fluently.
	<u>Food</u> Talking about their food, how it tastes, looks, etc. Understanding and discussing their own preferences.	<u>Food</u> Evaluate as the children work through the project and the final products considering the user and purpose.	<u>Food</u> Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the	<u>Food</u> Evaluate the on-going work and the final product with reference to the design criteria and the views of others.	<u>Food</u> Evaluate as the assignment proceeds and the final product against the intended user / purpose.	<u>Food</u> Evaluate the final product with reference back to the design brief and design specification.	<u>Food</u> Evaluate the work as it progresses and the final product, against the intended purpose and user.

Subject Progression Design Technology



			design criteria previously agreed.	Consider appearance, aroma, taste and suitability for the user and purpose.	Reflect on the design criteria previously agreed. Consider appearance, aroma, taste and suitability for the user and purpose. Consider what others think of the product when thinking about how the work could be improved.	Consider what improvements could be made and how this could be achieved.	Reflect on the design specification and take in to account the views of others when identifying improvements. Understand how improvements could be made and achieved.
	<u>Electrical systems</u> n/a	<u>Electrical systems</u> n/a	<u>Electrical systems</u> n/a	<u>Electrical systems</u> n/a	<u>Electrical systems</u> Evaluate throughout and then the final product against the intended purpose and with the intended user, drawing on the design criteria previously agreed. Identify strengths and areas for improvement in their own work.	<u>Electrical systems</u> Continually evaluate and modify the working features of the product to match the initial design spec. Test the system to demonstrate its effectiveness for the intended user and purpose. Evaluate areas for improvement and take on the views of others.	<u>Electrical systems</u> Continually critically evaluate and modify the working features of the product to match the initial design spec. Test the system to demonstrate its effectiveness for the intended user and purpose. Evaluate strengths and areas for improvement and take on the views of others and respond to them.