

## Year 1-6 DT Progression Document

National Curriculum	
KS1	KS2
<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>
Cooking and Nutrition	
KS1	KS2
<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

## Year 1-6 DT subject organisers

Design and Technology Overview						
Core disciplines:						
Mechanisms		Structures		Textiles	Systems	Food and Nutrition
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b><u>Structures:</u></b> <u>Constructing windmills</u>		<b><u>Textiles:</u></b> <u>Puppets</u>		<b><u>Cooking and Nutrition:</u></b> <u>Smoothies</u>	
Year 2		<b><u>Structures:</u></b> <u>Baby bear's chair</u>		<b><u>Mechanisms:</u></b> <u>Fairground wheel</u>		<b><u>Mechanisms:</u></b> <u>Making a moving monster</u>
Year 3	<b><u>Cooking and Nutrition:</u></b> <u>Eating seasonally</u>		<b><u>Digital world:</u></b> <u>Electronic charm</u>		<b><u>Structures:</u></b> <u>Constructing a castle</u>	
Year 4		<b><u>Structure:</u></b> <u>Pavilions</u>		<b><u>Mechanical systems:</u></b> <u>Making a slingshot car</u>		<b><u>Electrical systems:</u></b> <u>Torches</u>
Year 5	<b><u>Electrical systems:</u></b> <u>Doodlers</u>		<b><u>Mechanical systems:</u></b> <u>Making a pop-up book</u>		<b><u>Cooking and Nutrition:</u></b> <u>Developing a recipe</u>	
Year 6		<b><u>Textiles:</u></b> <u>Waistcoats</u>		<b><u>Structure:</u></b> <u>Playgrounds</u>		<b><u>Digital world:</u></b> <u>Navigating the world</u>