



*'Roots to Grow and Wings to Fly'*

Curriculum Progression Document

# **Design Technology**



# Contents

Curriculum Intent

Design Technology in the Early Years Foundation Stage

Meeting the statutory requirements of The Primary National Curriculum

Whole School Programme of Study

Design Technology Vocabulary

Progression in Design Technology knowledge, skills and understanding

What will Design Technology look like in the classroom?

Assessment / SEN

Analysing the impact of our Design Technology Curriculum

## Curriculum Intent

**Intent** - It is the intent of St. Bartholomew's First School for a high quality Design and Technology curriculum to be taught across all year groups, through well planned and resourced projects and experiences. Each year, all children will be taught at least one Design and Technology topic per term; one of which will be related to Cooking and Nutrition. Design and Technology projects will often be made cross curricular - linking to other subjects taught.

### **This vision is achieved by:**

- Following the National Curriculum using suggestions from Design and Technology Association's 'Projects on a Page' documents.
- Ensuring every Design and Technology project will clearly follow the design process: research, design, prototype, redesign and final product.
- Strongly embedding our key skills. It is an inspiring, rigorous and practical subject, requiring collaboration, problem solving, self-management, communication, creative thinking and evaluation.
- Designing and making products that solve real and relevant problems within a variety of contexts.

# Design Technology in the Early Years Foundation Stage

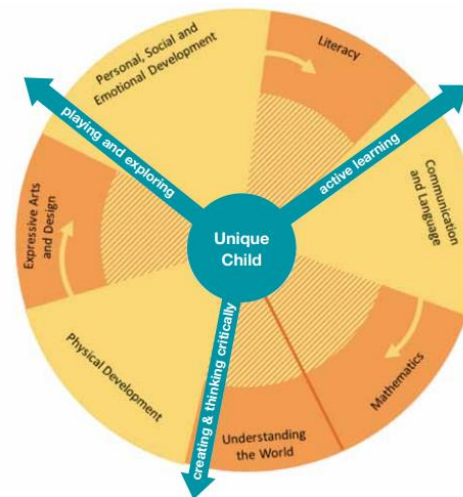
Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The following link to the teaching and learning of Design Technology in our EYFS:

## ELG 16: Expressive arts and design: Exploring and using media and materials

Children at the expected level of development will:

- Children sing songs, make music and dance, and experiment with ways of changing them.
- Children safely use and explore a variety of materials, tools and techniques.
- They experiment with colour, design, texture, form and function.

**EELG 16: Expressive arts and design: Being imaginative**

Children at the expected level of development will:

- Children use what they have learnt about media and materials in original ways.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

# Design Technology and the National Curriculum: Key Stage One

Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

## Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

## Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

## Evaluate

- explore and evaluate a range of existing products

- evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

#### **Cooking and Nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

# Design Technology and the National Curriculum: Key Stage Two

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

## Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

## Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

## Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

## Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures



- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.
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### **Cooking and Nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

# Whole School Programme of Study

KS2 YEAR C (2022-23)_	AUTUMN 2_	SPRING 2_	SUMMER 2_
THEME_	Lest we forget _	Sweet like Chocolate_	Pyramids, Mummies and Tombs_
KS1	<i>Textiles</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Mechanisms</i> Design, make, Evaluate
KS2	<i>Textiles</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Mechanical Structures</i> Design, make, Evaluate

KS2 YEAR D (2023-24)_	AUTUMN 2_	SPRING 2_	SUMMER 2_
THEME_	Invaders and Raiders_	Crewkerne through the ages_	Going for gold
KS1	<i>Mechanisms</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Structures</i> Design, make, Evaluate
KS2	<i>Structures</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Electrical Systems</i> Design, make, Evaluate

KS2 YEAR A (2024-25)_	AUTUMN 2_	SPRING 2_	SUMMER 2_
THEME_	Battle, Blitz and Victory _	Heroes and Heroines _	On the March!
KS1	<i>Mechanisms</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Textiles</i> Design, make, Evaluate
KS2	<i>Textiles</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Mechanical Structures</i> Design, make, Evaluate

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KS2 YEAR B (2025-26)_	AUTUMN 2_	SPRING 2_	SUMMER 2_
THEME_	Intrepid Explorers_	Fossil Hunting_	Local History Topic
KS1	<i>Mechanisms</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Structures</i> Design, make, Evaluate
KS2	<i>Structures</i> Design, make, Evaluate	<i>Food</i> Cooking and Nutrition	<i>Electrical Systems</i> Design, make, Evaluate

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# Design Technology Vocabulary

## EYFS Design and Technology and Skills Overview

Knowledge	Vocabulary	Skills
Know that different media can be combined to create new effects.	Paper Card Wood Fold Glue	Manipulates material to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.  Chopping with a blunt knife Mashing

	Cooking and Nutrition Preparing fruit and vegetables	Textiles Templates and joining	Mechanisms Sliders and Levers. Wheels and Axels.	Structure Freestanding Structures
<b>KS1</b>	- names of fruit and vegetables - names of equipment - names of utensils  sensory vocabulary, e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard	- names of existing products - names of fabrics - names of tools - names of joining and finishing techniques  template, pattern pieces, mark out, join, decorate, finish	- names of tools used - names of equipment used - names of materials  used slider, lever, pivot, slot, bridge/guide	cut, fold, join, fix  structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved

	<p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p> <p>planning, investigating, tasting, arranging, popular, design, evaluate, criteria</p>	<p>features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>	<p>pull, push, up, down, straight, curve, forwards, backwards</p> <p>vehicle, wheel, axle, axle holder, chassis, body, cab</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism</p> <p>design, make, evaluate, purpose, ideas, user, criteria, function, functional, design criteria, product</p>	<p>metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>
	<p><b>Cooking and Nutrition</b> Healthy and varied diet</p>	<p><b>Textiles</b> 2D to 3D product</p>	<p><b>Mechanical Systems and Electrical Systems</b> Levers and Linkages. Simple circuits and switches</p>	<p><b>Structure</b> Shell structures</p>
<p><b>KS2</b></p>	<ul style="list-style-type: none"> <li>- names of products</li> <li>- names of equipment</li> <li>- names of utensils</li> <li>- names of techniques</li> <li>- names of ingredients</li> </ul> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p>	<ul style="list-style-type: none"> <li>- names of fabrics</li> </ul> <p>fabric, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p> <p>user, purpose, design, model, evaluate, prototype, annotated</p>	<p>mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating</p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb,</p>	<p>shell structure, three-dimensional shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity</p> <p>marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle,</p>

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	<p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied die</p> <p>planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>	<p>sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</p>	<p>bulb holder, wire, insulator, conductor, crocodile clip</p> <p>control, program, system, input device, output device</p> <p>user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>	<p>corrugating, ribbing, laminating</p> <p>font, lettering, text, graphics, decision</p> <p>evaluating, design brief, design criteria, innovative, prototype</p>
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# Progression in Design Technology

	EYFS	Year 1
Design	To draw on their own experience to help generate ideas, with support.	To think about how I want my product to look
	To suggest ideas and explain what they are going to do, with support.	To think about what I want my product to do
		To plan out my product before I start making

	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Can they think of ideas and plan what to do next?	Can they show that their design meets a range of requirements?	Can they come up with at least one idea about how to create their product?	Can they come up with a range of ideas after they have collected information?	Can they use a range of information to inform their design?
	Can they choose the best tools and materials? Can they give a reason why these are best?	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?	Do they take account of the ideas of others when designing?	Do they take a user's view into account when designing?	Can they use market research to inform plans?
	Can they describe their design by using pictures, diagrams, models and words?	Can they describe their design using accurately labelled sketch and words?	Can they produce a plan and explain it to others?	Can they produce a detailed step-by-step plan?	Can they work within constraints?
		How realistic is their plan?	Can they suggest some improvements and say what was good and not so good about their original design?	Can they suggest some alternative plans and say what the good points and drawbacks are about each?	Can they follow and refine their plan if necessary?
					Can they justify their plan to someone else?
					Do they consider culture and society in their designs?



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	EYFS	Year 1
Make	To explore new techniques, e.g. joining and cutting.	To select tools and techniques needed to shape, assemble and join materials
	To begin to use small tools safely e.g. scissors and cutlery.	To select from a range of materials according to their characteristics
	To begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.	To explore objects and designs to identify likes and dislikes of the designs

	Year 2	Year 3	Year 4	Year 5	Year 6
Make	Can they join things (materials/components) together in different ways?	Can they use equipment and tools accurately?	Can they tell if their finished product is going to be good quality?	Can they explain why their finished product is going to be of good quality?	Can they use tools and materials precisely?
			Are they conscience of the need to produce something that will be liked by others?	Can they explain how their product will appeal to the audience?	Do they change the way they are working if needed?
			Can they show a good level of expertise when using a range of tools and equipment?	Can they use a range of tools and equipment expertly?	

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	EYFS	Year 1
Evaluate	To share my creation and explain what I did	To explore objects and designs to identify likes and dislikes of the designs
	To say what I like about my work	To give likes and dislikes of my own design
	To refine my ideas, making improvements.	

	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate	What went well with their work?	What did they change which made their design even better?	Have they thought of how they will check if their design is successful?	Do they keep checking that their design is the best it can be?	How well do they test and evaluate their final product?
	If they did it again, what would they want to improve?		Can they begin to explain how they can improve their original design?	Do they check whether anything could be improved?	Is it fit for purpose?
			Can they evaluate their product, thinking of both appearance and the way it works?	Can they evaluate appearance and function against the original criteria?	What would improve it?
					Would different resources have improved their product?
					Would they need more or different information to make it even better?

	EYFS	Year 1
Cooking and Nutrition	To learn how to select and use appropriate fruit and vegetables, processes and tools.	To know some healthy and unhealthy foods
	To have an awareness of basic food handlinghygienic practises and personal hygiene. E.g.washing hands.	To assemble or cook healthy ingredients with assistance
	To begin to learn about Harvest and understandwhere food comes from (food origin).	I can name some foods that come from the farm
		To know I need to wash my hands before preparing food and that equipment must be washed up afterwards

	Year 2	Lower KS2	Upper KS2
Cooking and Nutrition	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet	To understand what constitutes a healthy diet (including understanding calories and other nutritional content).
	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs	To prepare and cook a range of healthy meals using a range of cooking techniques
	To understand where food comes from.	To understands foods that are grown in this country and those that come from different regions and climates around the world	To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
		To plan recipes thinking about the cost of different ingredients	To consider affordability during the planning of a meal
	To prepare ingredients hygienically using appropriate utensils.	To consider safety and hygiene when working with food	To understand the importance of correct storage and handling of ingredients

## Assessment

- D&T exercise books are to be used by each year group within key stage one and two. Teachers are to follow the D&T setting out policy.
- D&T exercise books will be regularly scrutinised to ensure children are being challenged, making good progress and to track whether children will meet National Curriculum expectations at the end of the key stage.
- Teachers are to use a digital platform such as See Saw to record evidence of 3-d work, or work too large to fit in D&T books
- Individual teachers will use the framework to evaluate the quality of their own teaching and the D&T coordinator will use the framework to monitor and evaluate the quality of planning, teaching and learning throughout the school.
- D&T Progression Framework will be used to inform assessment and to report children's progress to parents towards the end of the Summer Term.
- Teachers will fill in an assessment sheet at the end of each project indicating which children met expectations and those significantly above or below. This will be used to inform future planning.
- Children will keep sketches, plan drawings, paper mock ups, research and evaluations in D&T exercise books. These will be used for assessment purposes and monitoring progression.
- Children will be encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve