



St. Peter's C of E Primary School – Design and Technology Curriculum Progression

<p><b>EYFS - Maple and Oak</b></p> <p><i>Expressive Arts and Design (Creating with materials)</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Expressive Arts and Design (Being imaginative and expressive)</i> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><i>Physical Development (Fine motor skills)</i> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>		<p><b>KS1</b></p> <p>Hawthorn, Rowan and Beech </p>	<p><b>LKS2</b></p> <p>Larch, Willow and Alder </p>	<p><b>UKS2</b></p> <p>Ash, Sycamore and Elm </p>	
		<p>Pupils should be taught to:</p> <p>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</p>	<p>Pupils should be taught to:</p> <p>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</p>		
		<p><u>Structures</u> Learning the importance of a clear design criteria Including individual preferences and requirements in a design Generating and communicating ideas using sketching and modelling Learning about different types of structures, found in the natural world and in everyday objects</p>	<p><u>Structures</u> Designing a castle with key features to appeal to a specific person/ purpose Drawing and labelling a castle design using 2D shapes, labelling: - the 3D shapes that will create the features - materials need and colours Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect Building frame structures designed to support weight</p>	<p><u>Structures</u> Designing a stable structure that is able to support weight Creating frame structure with focus on triangulation Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs</p>	
		<p><u>Mechanisms</u> Explaining how to adapt mechanisms, using bridges or guides to control the movement Designing a moving story book for a given audience Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move Creating clearly labelled drawings which illustrate movement Creating a class design criteria for a moving monster Designing a moving monster for a specific audience in accordance with a design criteria Selecting a suitable linkage system to produce the desired motions Designing a wheel Selecting appropriate materials based on their properties</p>	<p><u>Mechanisms</u> Designing a toy which uses a pneumatic system Developing design criteria from a design brief Generating ideas using thumbnail sketches and exploded diagrams Learning that different types of drawings are used in design to explain ideas clearly Designing a shape that reduces air resistance Drawing a net to create a structure from Choosing shapes that increase or decrease speed as a result of air resistance Personalising a design</p>	<p><u>Mechanisms</u> Designing a popup book which uses a mixture of structures and mechanisms Naming each mechanism, input and output accurately Storyboarding ideas for a book After experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement understanding how linkages change the direction of a force Making things move at the same time</p>	
		<p><u>Textiles</u> Using a template to create a design for a puppet Designing a pouch</p>	<p><u>Textiles</u> Designing and making a template from an existing cushion and applying individual design criteria Writing design criteria for a product, articulating decisions made Designing a personalised Book sleeve</p>	<p><u>Textiles</u> Designing a stuffed toy considering the main component shapes required and creating an appropriate template Considering proportions of individual components Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme Annotating designs</p>	

			<p><u>Electrical system</u>  designing a game that works using static electricity, including the instructions for playing the game  Identifying a design criteria and a target audience  Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas</p>	<p><u>Electrical systems</u>  Designing an electronic greetings card with a simple electrical control circuit  Creating a labelled design showing positive and negative parts in relation to the LED and the battery  Designing a steady hand game - identifying and naming the components required  Drawing a design from three different perspectives  Generating ideas through sketching and discussion  Modelling ideas through prototypes</p>
		<p>Pupils should be taught to:</p> <p>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</p>	<p>Pupils should be taught to:</p> <p>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</p>	
	Make	<p><u>Structures</u>  Making stable structures from card, tape and glue  Following instructions to cut and assemble the supporting structure of a windmill  Making functioning turbines and axles which are assembled into a main supporting structure  Make a structure according to a design criteria  Creating joints and structures from paper/card and tape</p>	<p><u>Structures</u>  Constructing a range of 3D geometric shapes using nets  Creating special features for individual designs  Making facades from a range of recycled materials  Creating a range of different shaped frame structures  Making a variety of free-standing frame structures of different shapes and sizes  Selecting appropriate materials to build a strong structure and for the cladding  Reinforcing corners to strengthen a structure  Creating a design in accordance with a plan  Learning to create different textural effects with materials</p>	<p><u>Structures</u>  Making a range of different shaped beam bridges  Using triangles to create truss bridges that span a given distance and supports a load  Building a wooden bridge structure  Independently measuring and marking wood accurately  Selecting appropriate tools and equipment for particular tasks  Using the correct techniques to saws safely  Identifying where a structure needs reinforcement and using card corners for support  Building a range of play apparatus structures drawing upon new and prior knowledge of structures  Measuring, marking and cutting wood to create a range of structures  Using a range of materials to reinforce and add decoration to structures</p>

	<p><u>Mechanisms</u>  Following a design to create moving models that use levers and sliders  Adapting mechanisms  Making linkages using card for levers and split pins for pivots  Experimenting with linkages adjusting the widths, lengths and thicknesses of card used  Cutting and assembling components neatly  Selecting materials according to their characteristics  Following a design brief</p>	<p><u>Mechanisms</u>  Creating a pneumatic system to create a desired motion  Building secure housing for a pneumatic system  Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy  Selecting materials due to their functional and aesthetic characteristics  Manipulating materials to create different effects by cutting, creasing, folding, weaving  Measuring, marking, cutting and assembling with increasing accuracy  Making a model based on a chosen design</p>	<p><u>Mechanisms</u>  Following a design brief to make a pop-up book, neatly and with focus on accuracy  Making mechanisms and/ or structures using sliders, pivots and folds to produce movement  Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result  Measuring, marking and checking the accuracy of the jelutong and dowel pieces required  Measuring, marking and cutting components accurately using a ruler and scissors  Assembling components accurately to make a stable frame  Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles  Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set</p>
	<p><u>Textiles</u>  Cutting fabric neatly with scissors  Using joining methods to decorate a puppet  Sequencing steps for construction  Selecting and cutting fabrics for sewing  Decorating a pouch using fabric glue or a running stitch</p>	<p><u>Textiles</u>  Following design criteria to create a cushion  Selecting and cutting fabrics with ease using fabric scissors  Sewing cross stitch to join fabric  Decorating fabric using appliqué  Completing design ideas with stuffing and sewing the edges  Making and testing a paper template with accuracy and in keeping with the design criteria  Measuring, marking and cutting fabric using a paper template  Selecting a stitch style to join fabric, working neatly sewing small, neat stitches  Incorporating fastening to a design</p>	<p><u>Textiles</u>  Creating a 3D stuffed toy from a 2D design  Measuring, marking and cutting fabric accurately and independently  Creating strong and secure blanket stitches when joining fabric  Using applique to attach pieces of fabric decoration  Using template pinning panels onto fabric  Marking and cutting fabric accurately, in accordance with a design  Sewing a strong running stitch, making small, neat stitches and following the edge  Tying strong knots  Decorating a waistcoat - attaching objects using thread and adding a secure fastening</p>
		<p><u>Electrical systems</u>  Making an electrostatic game, referring to the design criteria  Using a wider range of materials and equipment safely  Using electrostatic energy to move objects in isolation as well as in part of a system  Making a torch with a working electrical circuit and switch  Using appropriate equipment to cut and attach materials  Assembling a torch according to the design and success criteria</p>	<p><u>Electrical systems</u>  Making a working circuit  Creating electronics greeting card, referring to a design criteria  Mapping out where different components of the circuit will go  Making electromagnetic motors and tweaking the motor to improve its function  Constructing a stable base for an electromagnetic game  Accurately cutting, folding and assembling a net  Decorating the base of the game to a high-quality finish  Making and testing a circuit  Incorporating a circuit into a base</p>

		<p>Pupils should be taught to:</p> <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>Pupils should be taught to:</p> <p>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</p>	
	Evaluate	<p><u>Structures</u></p> <p>Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't Suggest points for improvements Exploring the features of structures Comparing the stability of different shapes Testing strength of own structures Identifying the weakest part of a structure Evaluating the strength, stiffness and stability of own structure</p>	<p><u>Structures</u></p> <p>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design Suggesting points for modification of the individual designs Evaluating structures made by the class Describing what characteristics of a design and construction made it the most effective Considering effective and ineffective designs</p>	<p><u>Structures</u></p> <p>Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary Suggesting points for improvements for own bridges and those designed by others Improving a design plan based on peer evaluation Testing and adapting a design to improve it as it is developed Identifying what makes a successful structure</p>
		<p><u>Mechanisms</u></p> <p>Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed Reviewing the success of a product by testing it with its intended audience Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move Evaluating own designs against design criteria Using peer feedback to modify a final design Evaluating different designs Testing and adapting a design</p>	<p><u>Mechanisms</u></p> <p>Using the views of others to improve designs Testing and modifying the outcome, suggesting improvements Evaluating the speed of a final product based on: the affect of shape on speed and the accuracy of workmanship on performance</p>	<p><u>Mechanisms</u></p> <p>Evaluating the work of others and receiving feedback on own work Suggesting points for improvement Evaluating the work of others and receiving feedback on own work Applying points of improvements Describing changes they would make/ do if they were to do the project again</p>
		<p><u>Textiles</u></p> <p>Reflecting on a finished product, explaining likes and dislikes Troubleshooting scenarios posed by teacher Evaluating the quality of the stitching on others' work Discussing as a class, the success of their stitching against the success criteria Identifying aspects of their peers' work that they particularly like and why</p>	<p><u>Textiles</u></p> <p>Evaluating an end product and thinking of other ways in which to create similar items testing and evaluating an end product against the original design criteria Deciding how many of the criteria should be met for the product to be considered successful Suggesting modifications for improvement</p>	<p><u>Textiles</u></p> <p>Testing and evaluating an end product and giving point for further improvements valuating work continually as it is created</p>
		<p><u>Electrical systems</u></p> <p>Learning to give constructive criticism on own work and the work of others Testing the success of a product against the original design criteria and justifying opinions Evaluating electrical products Testing and evaluating the success of a final product and taking inspiration from the work of peers</p>	<p><u>Electrical systems</u></p> <p>Evaluating a completed product against the original design sheet and looking at modifications that could be made to improve the reliability or aesthetics of it or to incorporate another type of electronic device, eg: buzzer Testing own and others finished games, identifying what went well and making suggestions for improvement</p>	
	Technical knowledge	<p>Pupils should be taught to:</p> <p>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.</p>	<p>Pupils should be taught to:</p> <p>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.</p>	

	<p><u>Structures</u>          Describing the purpose of structures, including windmills          Learning how to turn 2D nets into 3D structures          Learning that the shape of materials can be changed to improve the strength and stiffness of structures          Understanding that cylinders are a strong type of structure that are often used for windmills and lighthouses          Understanding that windmill turbines use wind to turn and make the machines inside work          Understanding that axles are used in structures and mechanisms to make parts turn in a circle          Developing awareness of different structures for different purposes          Identifying natural and manmade structures          identifying when a structure is more or less stable than another          Knowing that shapes and structures with wide, fat bases or legs are the most stable          Understanding that the shape of a structure affects its strength          using the vocabulary: stiffness and stability.          Knowing that materials can be manipulated to improve strength and stiffness.          Build a strong and stiff structure by folding paper.</p>	<p><u>Structures</u>          Identifying features of a castle          Identifying suitable materials to be selected and used for a castle, considering weight, compression, tension          Extending the knowledge of wide and flat based objects are more stable          Understanding the terminology of strut, tie, span, beam          Understanding the difference between frame and shell structure          Learning what pavilions are and their purpose          Building on prior knowledge of net structures and broadening knowledge of frame structures          Learning that architects consider light, shadow and patterns when designing          Implementing frame and shell structure knowledge          Considering effective and ineffective designs</p>	<p><u>Structures</u>          Exploring how to create a strong beam          Identifying arch and beam bridges and understanding the terms: compression and tension          Identifying stronger and weaker structures          Finding different ways to reinforce structures          Understanding how triangles can be used to reinforce bridges          Articulating the difference between beam, arch, truss and suspension bridges          Knowing that structures can be strengthened by manipulating materials and shapes          Identifying the shell structure in everyday life (cars, aeroplanes, tins, cans)          Understanding man made and natural structures</p>
	<p><u>Mechanisms</u>          Learning that levers and sliders are mechanisms and can make things move          Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make          Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement          Identifying what mechanism makes a toy or vehicle roll forwards          Learning that for a wheel to move it must be attached to an axle          Learning that mechanisms are a collection of moving parts that work together in a machine          Learning that there is an input and output in a mechanism          Identifying mechanisms in everyday objects          Learning that a lever is something that turns on a pivot          Learning that a linkage is a system of levers that are connected by pivots          Exploring wheel mechanisms          Learning how axels help wheels to move a vehicle</p>	<p><u>Mechanisms</u>          Understanding how pneumatic systems work          Learning that mechanisms are a system of parts that work together to create motion          Understanding that pneumatic systems can be used as part of a mechanism          Learning that pneumatic systems force air over a distance to create movement          Learning that products change and evolve over time          Learning that all moving things have kinetic energy          Understanding that kinetic energy is the energy that something (object person) has by being in motion</p>	<p><u>Mechanisms</u>          Knowing that an input is the motion used to start a mechanism          Knowing that output is the motion that happens as a result of starting the input          Knowing that mechanisms control movement          Describing mechanisms that can be used to change one kind of motion          Using a bench hook to saw safely and effectively          Exploring cams, learning that different shaped cams produce different follower movements          Exploring types of motions and direction of a motion</p>

		<p><u>Textiles</u>  Learning different ways in which to join fabrics together: pinning, stapling, gluing  Joining items using fabric glue or stitching Identifying benefits of these techniques  Threading a needle  Sewing running stitch, with evenly spaced, neat, even stitches to join fabric  Neatly pinning and cutting fabric using a template</p>	<p><u>Textiles</u>  Threading needles with greater independence  Tying knots with greater independence  Sewing cross stitch and appliqué  Understanding the need to count the thread on a piece of even weave fabric in each direction to create uniform size and appearance  Understanding that fabrics can be layered for affect  Understanding that there are different types of fastenings and what they are  Articulating the benefits and disadvantages of different fastening types</p>	<p><u>Textiles</u>  Learning to sew blanket stitch to join fabric  Applying blanket stitch so the space between the stitches are even and regular  Threading needles independently  Learning different decorative stitches  Application and outcome of the individual technique  Sewing accurately with even regularity of stiches</p>
	Cooking and nutrition	Pupils should be taught to:  use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	Pupils should be taught to:  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.	<p><u>Electrical systems</u>  Learning the key components used to create a functioning circuit  Learning that graphite is a conductor and can be used as part of a circuit  Learning the difference between series and parallel circuits  Understanding that breaks in a circuit will stop it from working  Understanding how electromagnetic motors work  Learning that batteries contain acid, which can be dangerous if they leak  Learning that when electricity enters a magnetic field it can make a motor</p>

	<p><u>Design</u> Designing a healthy wrap based on a food combination which work well together</p> <p><u>Make</u> Chopping fruit and vegetables safely to make a smoothie Identifying if a food is a fruit or a vegetable Learning where and how fruits and vegetables grow Slicing food safely using the bridge or claw grip Constructing a wrap that meets a design brief</p> <p><u>Evaluate</u> Tasting and evaluating different food combinations Describing appearance, smell and taste Suggesting information to be included on packaging Describing the taste, texture and smell of fruit and vegetables Taste testing food combinations and final products Describing the information that should be included on a label Evaluating which grip was most effective</p> <p><u>Technical Knowledge</u> understanding the difference between fruits and vegetables Describing and grouping fruits by texture and taste Understanding what makes a balanced diet Knowing where to find the nutritional information on packaging Knowing the five-food group</p>	<p><u>Design</u> Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. Designing a biscuit within a given budget, drawing upon previous taste testing</p> <p><u>Make</u> Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination • Following the instructions within a recipe Following a baking recipe Cooking safely, following basic hygiene rules Adapting a recipe</p> <p><u>Evaluate</u> Establishing and using design criteria to help test and review dishes Describing the benefits of seasonal fruits and vegetables and the impact on the environment Suggesting points for improvement when making a seasonal tart. Evaluating a recipe, considering: taste, smell, texture and appearance Describing the impact of the budget on the selection of ingredients Evaluating and comparing a range of products Suggesting modifications</p> <p><u>Technical Knowledge</u> Learning that climate affects food growth Working with cooking equipment safely and hygienically Learning that imported foods travel from far away and this can negatively impact the environment Learning that vegetables and fruit grow in certain seasons Learning that each fruit and vegetable gives us nutritional benefits Learning to use, store and clean a knife safely Understanding the impact of the cost and importance of budgeting while planning ingredients for biscuits Understanding the environmental impact on future product and cost of production</p>	<p><u>Design</u> Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients Writing an amended method for a recipe to incorporate the relevant changes to ingredients Designing appealing packaging to reflect a recipe. Writing a recipe, explaining the key steps, method and ingredients Including facts and drawings from research undertaken</p> <p><u>Make</u> Cutting and preparing vegetables safely Using equipment safely, including knives, hot pans and hobs Knowing how to avoid cross contamination Following a step-by-step method carefully to make a recipe Following a recipe, including using the correct quantities of each ingredient Adapting a recipe based on research Working to a given timescale Working safely and hygienically with independence</p> <p><u>Evaluate</u> identifying the nutritional differences between different products and recipes Identifying and describing healthy benefits of food groups Evaluating a recipe, considering: taste, smell, texture and origin of the food group Taste testing and scoring final products Suggesting and writing up points of improvements in productions Evaluating health and safety in production to minimise cross contamination</p> <p><u>Technical Knowledge</u> Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed Understanding what constitutes a balanced diet Learning to adapt a recipe to make it healthier Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option Learning how to research a recipe by ingredient Recording the relevant ingredients and equipment needed for a recipe Understanding the combinations of food that will complement one another Understanding where food comes from, describing the process of 'Farm to Fork' for a given ingredient</p>
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