

'A JOURNEY IN FAITH, ARRIVING WITH HOPE.'

<u>Curriculum Progression Document – DT</u>

	Design	Technical Knowledge	Cooking & Nutrition	Evaluating & Testing
<u>KS1</u>	 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. 	 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. 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. [CYCLE 2] 	 Use the basic principles of a healthy and varied diet to prepare dishes. Understand and explain where different types of food come from. 	 Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
<u>LKS2</u>	 Use research and develop design criteria to inform the design of innovative, functional, 	 Select from and use a wider range of tools and equipment to perform practical tasks [for 	Understand and apply the principles of a healthy and varied diet. [CYCLE 2]	 Investigate and analyse a range of existing products.



St Thomas' CE Junior and Infant School

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	 appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, and computer-aided design. Use knowledge of how key events and individuals in design and technology have helped shape the world when considering their design 	 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] [CYCLE 1] Apply their understanding of computing to program, monitor and control their products. 	 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. [CYCLE 2] Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. [CYCLE 2] 	 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<u>UKS2</u>	 use research and develop design criteria to inform the design of innovative, 	 select from and use a wider range of tools and equipment to perform practical 	 understand and apply the principles of a healthy and 	 investigate and analyse a range of existing products.



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	functional, appealing	tasks [for example,	varied diet.	• evaluate their ideas
	products that are fit	cutting, shaping,	[CYCLE 1]	and products against
	for purpose, aimed	joining and finishing],	 prepare and cook 	their own design
	at particular	accurately.	a variety of	criteria and consider
	individuals or	 select from and use a 	predominantly	the views of others to
	groups.	wider range of	savoury dishes	improve their work.
	evaluate their ideas	materials and	using a range of	improve their work.
	and products against	components,	cooking	
	their own design	including construction	techniques.	
	criteria and consider	materials, textiles and	[CYCLE 1]	
	the views of others	ingredients, according	 understand 	
	to improve their	to their functional	seasonality, and	
	work.	properties and	know where and	
	generate, develop,	aesthetic qualities.	how a variety of	
	model and	 apply their 	ingredients are	
	communicate their	understanding of how	grown, reared,	
	ideas through	to strengthen, stiffen	caught and	
	discussion,	and reinforce more	processed. [CYCLE	
	annotated sketches,	complex structures.	1]	
	cross-sectional and	 understand and use 	±]	
	exploded diagrams,	 understand and use mechanical systems in 		
	prototypes, pattern	-		
	pieces and	their products [for		
	computer-aided	example, gears,		
	design.	pulleys, cams, levers and linkages]. [CYCLE		
	-			
•	apply their	2]		
	understanding of	 Understand and use 		
	computing to	electrical systems in		
	program, monitor	their products [for		
	and control their	example, series		
	products.	circuits incorporating		
		switches, bulbs,		



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buzzers and motors] [CYCLE 1]	
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