



Curriculum Progression Document – DT

	Design	Technical Knowledge	Cooking & Nutrition	Evaluating & Testing
<u>KS1</u>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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] 	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand and explain where different types of food come from. 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.
<u>LKS2</u>	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, 	<ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for 	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. [CYCLE 2] 	<ul style="list-style-type: none"> • Investigate and analyse a range of existing products.



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	<p>appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> • 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 	<p>example, cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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] 	<ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<u>UKS2</u>	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, 	<ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical 	<ul style="list-style-type: none"> • understand and apply the principles of a healthy and 	<ul style="list-style-type: none"> • investigate and analyse a range of existing products.



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	<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • apply their understanding of computing to program, monitor and control their products. 	<p>tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> • 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 mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. [CYCLE 2] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, 	<p>varied diet. [CYCLE 1]</p> <ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. [CYCLE 1] • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. [CYCLE 1] 	<ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
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St Thomas' CE Junior and
Infant School

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		buzzers and motors] [CYCLE 1]		
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