



**Curriculum Progression Document – DT**

	Design	Technical Knowledge	Cooking & Nutrition	Evaluating & Testing
<u>EYFS</u>	<ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li></ul>	<ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li></ul>	<ul style="list-style-type: none"><li>Manage their own needs. - Personal hygiene</li><li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li></ul>	<ul style="list-style-type: none"><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>
<u>KS1</u>	<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,</li></ul>	<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,</li></ul>	<ul style="list-style-type: none"><li>Use the basic principles of a healthy and varied diet to prepare dishes.</li><li>Understand and explain where different types of food come from.</li></ul>	<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>



	templates, mock-ups and, where appropriate, information and communication technology.	including construction materials, textiles and ingredients, according to their characteristics. <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>		
<u>LKS2</u>	<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, prototypes, and computer-aided design.</li><li>• Use knowledge of how key events and individuals in design and technology have helped shape the world when considering their design</li></ul>	<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><li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li><li>• Understand and use electrical systems in their</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>	<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></ul>



## 'A JOURNEY IN FAITH, ARRIVING WITH HOPE.'

		<p>products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <ul style="list-style-type: none"><li>• Apply their understanding of computing to program, monitor and control their products.</li></ul>		
<u>UKS2</u>	<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>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and</li></ul>	<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><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</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>	<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></ul>



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	<p>exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"><li>• apply their understanding of computing to program, monitor and control their products.</li></ul>	<ul style="list-style-type: none"><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></ul>		
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