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

	Design	Technical Knowledge	Cooking & Nutrition	Evaluating & Testing
<u>EYFS</u>	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Create collaboratively, sharing ideas, resources and skills.	 Manage their own needs Personal hygiene 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 	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
<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, 	 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, 	 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.

	templates, mock-ups and, where appropriate, information and communication technology.	•	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.				
<u>LKS2</u>	 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, 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 	•	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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their	•	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.	•	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.

		products [for example,		
		series circuits		
		incorporating switches,		
		bulbs, buzzers and		
		motors]		
		Apply their understanding		
		of computing to program, monitor and control their		
111/02		products. • select from and use a		i in vesti sete se d
<u>UKS2</u>	use research and develop design		understand and	investigate and analyse a range of
	develop design criteria to inform the	wider range of tools and equipment to	apply the principles of a	analyse a range of existing products.
	design of innovative,	perform practical	healthy and	evaluate their ideas
	functional, appealing	tasks [for example,	varied diet.	and products against
	products that are fit	cutting, shaping,	 prepare and cook 	their own design
	for purpose, aimed	joining and finishing],	a variety of	criteria and consider
	at particular	accurately.	predominantly	the views of others to
	individuals or	 select from and use a 	savoury dishes	improve their work.
	groups.	wider range of	using a range of	mprove then work
	evaluate their ideas	materials and	cooking	
	and products against	components,	techniques.	
	their own design	including construction	understand	
	criteria and consider	materials, textiles and	seasonality, and	
	the views of others	ingredients, according	know where and	
	to improve their	to their functional	how a variety of	
	work.	properties and	ingredients are	
	 generate, develop, 	aesthetic qualities.	grown, reared,	
	model and	apply their	caught and	
	communicate their	understanding of how	processed.	
	ideas through	to strengthen, stiffen		
	discussion,	and reinforce more		
	annotated sketches,	complex structures.		
	cross-sectional and			



exploded diagrams, prototypes, pattern pieces and computer-aided design. • apply their understanding of computing to program, monitor and control their products.	 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] 	
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