

Design & Technology Curriculum Progression Map

| The national curriculum for art & design aims to ensure that all pupils: | | | |
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| <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users | | <ul style="list-style-type: none"> critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. | |
| EYFS | KS1 | Lower KS2 | Upper KS2 |
| <p>Communication and Language – Understanding</p> <ul style="list-style-type: none"> follow instructions involving several ideas and actions answer ‘how’ and ‘why’ questions about their experiences <p>Speaking</p> <ul style="list-style-type: none"> develop their own explanations by connecting ideas and events <p>Understanding the world- Technology</p> <ul style="list-style-type: none"> Knows information can be retrieved from computers select and use technology for particular purposes <p>Physical Development- Moving and handling</p> <ul style="list-style-type: none"> handles equipment and tools effectively and with increasing control uses simple tools to effect changes to materials <p>Health and self-care</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, considers and manages some risks | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <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 <p>Make</p> <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] | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ♣ use research 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 and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> ♣ 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, | <p>Design</p> <ul style="list-style-type: none"> ♣ 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>Make</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 and explain the reasons for their choices. <p>Evaluate</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 ♣ understand how key events and individuals in design and technology have helped shape the world |

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| <ul style="list-style-type: none"> Eats a range of healthy foodstuffs and understands the need for variety <p>Expressive arts and design – Exploring and using media and materials</p> <ul style="list-style-type: none"> use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function selects appropriate resources; constructs with a purpose in mind and adapts work where necessary <p>Personal, Social and Emotional Development- Self-confidence and self-awareness</p> <ul style="list-style-type: none"> confident to try new activities and to say why they like some activities more than others talk about their ideas and choose the resources they need for their chosen activities | <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. | <p>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against given design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> 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] <p>Cooking and nutrition</p> <ul style="list-style-type: none"> 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 | <p>Technical knowledge</p> <ul style="list-style-type: none"> 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>Cooking and nutrition</p> <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
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