

## Design and Technology 'Key Concepts' and Progression Document

	EYFS	Key Stage 1	Lower KS2	Upper KS2
<b>Designing</b>  Understanding contexts, uses and purposes.   Generating, developing, modelling and communicating ideas.		<ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> <li>use simple design criteria to help develop their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul>	<ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li><i>develop a simple design specification to guide their thinking</i></li> </ul>
		<ul style="list-style-type: none"> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> <li>model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>	Across KS2 pupils should: <ul style="list-style-type: none"> <li>share and clarify ideas through discussion</li> <li>model their ideas using prototypes and pattern pieces</li> <li>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> </ul>	<ul style="list-style-type: none"> <li>generate realistic ideas, focusing on the needs of the user</li> <li><i>make design decisions that take account of the availability of resources</i></li> </ul>
<b>Making Planning</b>   Practical skills and techniques		<ul style="list-style-type: none"> <li><i>plan by suggesting what to do next</i></li> <li>select from a range of tools and equipment, <i>explaining their choices</i></li> <li>select from a range of materials and components according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>select tools and equipment suitable for the task</li> <li><i>explain their choice of tools and equipment in relation to the skills and techniques they will be using</i></li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li><i>produce appropriate lists of tools, equipment and materials that they need</i></li> <li><i>formulate step-by-step plans as a guide to making</i></li> </ul>
		<ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> <li>use finishing techniques, including those from art and design</li> </ul>	<ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul>	<ul style="list-style-type: none"> <li>measure, mark out, cut and shape materials and components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy</li> <li>apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>
<b>Evaluating</b>		<ul style="list-style-type: none"> <li>talk about their design ideas and what they are</li> </ul>	<ul style="list-style-type: none"> <li>identify the strengths and areas for development in their ideas and products</li> <li>consider the views of others, including intended users, to improve their work</li> </ul>	

<p><b>Own ideas and products.</b></p> <p><b>Existing products</b></p> <p><b>Key events and individuals.</b></p>		<p>making</p> <ul style="list-style-type: none"> <li>• make simple judgements about their products and ideas against design criteria</li> <li>• <i>suggest how their products could be improved</i></li> </ul> <p>explore:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>	<ul style="list-style-type: none"> <li>• refer to their design criteria as they design and make</li> <li>• use their design criteria to evaluate their completed products</li> </ul>	<ul style="list-style-type: none"> <li>• critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>• <i>evaluate their ideas and products against their original design specification</i></li> </ul>
<p><b>Technical Knowledge</b></p> <p><b>Making products work.</b></p>		<ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i></li> <li>• <i>that food ingredients should be combined according to their sensory characteristics</i></li> <li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul>	<ul style="list-style-type: none"> <li>* about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>	<ul style="list-style-type: none"> <li>• how to use learning from science to help design and make products that work</li> <li>• how to use learning from mathematics to help design and make products that work</li> <li>• that materials have both functional properties and aesthetic qualities</li> <li>• <i>that materials can be combined and mixed to create more useful characteristics</i></li> <li>• that mechanical and electrical systems have an input, process and output</li> <li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul>
<p><b>Cooking and Nutrition</b></p> <p><b>Where food comes from</b></p>		<ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>		<ul style="list-style-type: none"> <li>• how simple electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to control their products</li> <li>• how to make strong, stiff shell structures</li> <li>• <i>that a single fabric shape can be used to make a 3D textiles product</i></li> <li>• <i>that food ingredients can be fresh, pre-cooked and processed</i></li> </ul>
				<ul style="list-style-type: none"> <li>components can be used to create functional products</li> <li>• how to program a computer to monitor changes in the environment and control their products</li> <li>• how to reinforce and strengthen a 3D framework</li> <li>• <i>that a 3D textiles product can be made from a combination of fabric shapes</i></li> <li>• <i>that a recipe can be adapted by adding or substituting one or more ingredients</i></li> </ul>

and cattle) and caught (such as fish) in the UK, Europe and the wider world

- that seasons may affect the food available
- how food is processed into ingredients that can be eaten or used in cooking

<b>Food preparing, cooking and nutrition.</b>				
		<ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in The eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>		<ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>
			<ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>	<ul style="list-style-type: none"> <li>• <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i></li> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>