

Tintwistle Primary School

Design and Technology Progression Map

EYFS	Characteristics of effective learning	Early Learning Goals
	<p>Show curiosity about objects, events and people Questions why things happen Engage in open-ended activity Thinking of ideas Find ways to solve problems / find new ways to do things / test their ideas Use senses to explore the world around them Create simple representations of events, people and objects Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked</p>	<p>Choose the resources they need for their chosen activities Handle equipment and tools effectively Children know the importance for good health of a healthy diet They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology</p>
<u>Activities</u>	<p>Junk modelling Diwali lanterns using clay Christmas baubles using salt dough Split pin animals Chinese dragon/mini-beast puppets Make a boat – science link- waterproof test Cooking food from around the world Healthy eating</p>	

	KS1 Class 2	LKS2 Class 3	UKS2 Class 4
	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of designing.</p>		
Design	<p><u>Design and Technology National Curriculum</u></p> <p>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].</p> <p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • use their knowledge of existing products and their own experience to help generate their ideas; • design products that have a purpose and are aimed at an intended user; • explain how their products will look and work through talking and simple annotated drawings; • design models using simple computing software; • plan and test ideas using templates and mock-ups • understand and follow simple design criteria; • work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p><u>Design and Technology National Curriculum</u></p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children 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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • identify the design features of their products that will appeal to intended customers; • use their knowledge of a broad range of existing products to help generate their ideas; • design innovative and appealing products that have a clear purpose and are aimed at a specific user; • explain how particular parts of their products work; • use annotated sketches and cross-sectional drawings to develop and communicate their ideas; • when designing, explore different initial ideas before coming up with a final design; • when planning, start to explain their choice of materials and components including function and aesthetics; • test ideas out through using prototypes; • use computer-aided design to develop and communicate their ideas (see note on p. 1); <p>develop and follow simple design criteria;</p> <ul style="list-style-type: none"> • work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment 	<p><u>Design and Technology National Curriculum</u></p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children 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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; • use their knowledge of a broad range of existing products to help generate their ideas; • design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; • explain how particular parts of their products work; • use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; • generate a range of design ideas and clearly communicate final designs; • consider the availability and costings of resources when planning out designs; • work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of making.</p>		
Make	<p><u>KS1 Design and Technology National Curriculum</u></p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Children can:</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; select from a range of materials, textiles and components according to their characteristics; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use hand tools (Forest School) & kitchen equipment safely & appropriately & learn to follow hygiene procedures; use a range of materials & components, including textiles & food ingredients; with help, measure and mark out; cut, shape & score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape & join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; cut, peel, grate ingredients, including measuring & weighing ingredients using measuring cups; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. 	<p><u>LKS2 Design and Technology National Curriculum</u></p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They 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.</p> <p><u>Children can:</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use a range of tools (Forest School) and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; join textiles with an appropriate sewing technique; begin to select & use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints & digital graphics. 	<p><u>UKS2 Design and Technology National Curriculum</u></p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They 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.</p> <p><u>Children can:</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> independently plan by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties & aesthetic qualities; create step-by-step plans as a guide to making; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use a range of tools (Forest School) & equipment safely and appropriately and learn to follow hygiene procedures; independently take exact measurements, mark out, to within 1 millimetre; use a full range of materials and components, including construction materials, kits, textiles, mechanical components; cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy; assemble, join /combine materials & components with accuracy; demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; refine the finish using techniques to improve the appearance of their product –sanding/ more precise cu

KS1 Design and Technology National Curriculum

Children build structures, exploring how they can be made stronger, stiffer and more stable. They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Children can:

- build simple structures, exploring how they can be made stronger, stiffer and more stable;
- talk about and start to understand the simple working characteristics of materials and components;
- explore and create products using mechanisms, such as levers, sliders and wheels.

KS2 Design and Technology National Curriculum

Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

They apply their understanding of computing to program, monitor and control their products.

Children can:

- understand that materials have both functional properties and aesthetic qualities;
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;
- understand and demonstrate how mechanical and electrical systems have an input and output process;
- make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;
- explain how mechanical systems such as levers and linkages create movement;
- use mechanical systems in their products.

KS2 Design and Technology National Curriculum

Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

They apply their understanding of computing to program, monitor and control their products.

Children can:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;
- understand and demonstrate that mechanical and electrical systems have an input, process and output;
- explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;
- apply their understanding of computing to program, monitor and control a product.

Evaluate	<p><u>KS1 Design and Technology National Curriculum</u></p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p><u>Children can:</u></p> <p>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>explain positives and things to improve for existing products;</p> <p>explore what materials products are made from; talk about their design ideas and what they are making;</p> <p>as they work, start to identify strengths and possible changes they might make to refine their existing design;</p> <p>evaluate their products and ideas against their simple design criteria;</p> <p>start to understand that the iterative process sometimes involves repeating different stages of the process.</p>	<p><u>LKS2 Design and Technology National Curriculum</u></p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b explore what materials/ingredients products are made from and suggest reasons for this; c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d evaluate their product against their original design criteria; e evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world 	<p><u>UKS2 Design and Technology National Curriculum</u></p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> a complete detailed competitor analysis of other products on the market; b critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c evaluate their ideas and products against the original design criteria, making changes as needed.

KS1 Design and Technology National Curriculum

Children use the basic principles of a healthy and varied diet to prepare dishes.

They understand where food comes from. Children can:

- explain where in the world different foods originate from;
- understand that all food comes from plants or animals;
- understand that food has to be farmed, grown elsewhere (e.g. home) or caught;
- name and sort foods into the five groups in the Eatwell Guide;
- understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;

KS2 Design and Technology National Curriculum

Children understand and apply the principles of a healthy and varied diet.

They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children can:

- start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;
- understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;
- with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;
- use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;
- explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;
- understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;
- prepare ingredients using appropriate cooking utensils;
- measure and weigh ingredients to the nearest gram and milliliter;
- start to independently follow a recipe;
- start to understand seasonality.

KS2 Design and Technology National Curriculum

Children understand and apply the principles of a healthy and varied diet.

They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children can:

- know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;
- understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;
- understand that food is processed into ingredients that can be eaten or used in cooking;
- demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;
- demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;
- explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;
- adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;
- alter methods, cooking times and/or temperatures;
- measure accurately and calculate ratios of ingredients to scale up or down from a recipe;
- independently follow a recipe.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR A TOPIC CYCLE</p>	<p>Technical- Replica Tintwistle – now and then Textiles Fabric Faces Technical - Dinosaur dioramas with sliders Textiles -Dinosaur hand puppets Food- Sensational salads Great Garden Design Science link – Macintosh design a raincoat.</p>	<p>Textiles – Vivienne Westwood – Research and design item of clothing. Technical - Develop and design a prototype Anderson Shelter. (Science Link – simple circuit to light shelter) Food – Wartime recipe following research Technical – Design and recreate Stone Age tools manipulating clay and other outdoor materials</p>	<p>Forces topic (Autumn)</p> <ul style="list-style-type: none"> Investigating and analyzing existing products (using a quarry pulley) <p>Electricity topic (Spring A)</p> <ul style="list-style-type: none"> Design a car using Computer Aided Design (CAD) Building a car using a variety of tools and materials (dowels, saw, axels, hand drill, card, hole punch) Motorizing a car using series circuits and a small motor. Evaluating final product <p>Properties and Changes of Materials topic and Vikings (Summer)</p> <ul style="list-style-type: none"> Researching existing coats Designing a coat suitable for Vikings Evaluate designs Choose one design and make coat using selected fabrics and learning different stitches. <p>Test and evaluate final product.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR B TOPIC CYCLE</p>	<p>Technical -Design and make a galimoto – axles/wheels Technical – Moving pictures – pivots, levers Textiles – dragon hand puppets Technical/Food – Pirate Pete’s Lunchbox</p>	<p>Technical – Design a cross-sectional diagram of a volcano. Produce and evaluate working volcano Technical – Create fossils using clay (Science link to rocks) Textiles – Design, produce and evaluate Greek Sandals Technical - Design, produce, test and evaluate roman architecture (aqueduct) Food - cook a healthy, savoury meal focusing on a balanced diet Technical - make a model of a human mouth including adult teeth, using a working pivot for the mandible.</p>	<p>Animals Including Humans topic (Summer)</p> <ul style="list-style-type: none"> Investigating sugar content of meals. Revising different food types and how they affect our bodies and where food comes from. <p>Planning a low sugar savoury meal using in season ingredients.</p>