



Essendon C of E Primary School

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Design and Technology Curriculum

**Progression of Skills and Knowledge,
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Dec 2026

How is the Design and technology scheme of work organised?

Progression of Skills & knowledge

Structures

Year 1/2

Skills Design

- Thinking about what others might want from a design.
- Beginning to recognise how products and designs in the world around us solve certain needs.
- Considering who they are designing for – identifying the user.
- Stating what they intend to make and why – identifying the purpose.
- Talking about ideas, with purpose and user in mind.
- Talking about existing products when generating ideas.
- Using basic drawing skills to communicate ideas.
- Learning the importance of a clear design criteria.
- Including individual preferences and requirements in a design.
- Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria.
- Creating ideas with design criteria in mind.
- Referring to specific parts of existing products when generating ideas.
- Generating and communicating ideas using sketching and modelling.
- Learning about different types of structures, found in the natural world and in everyday objects.

Make

- Choosing between a small number of materials, ingredients or components.
- Explaining their choices based on personal experiences.

Knowledge Technical

- Recognising that different structures are used for different purposes.
- Exploring the features of structures.
- Describing structures as buildings or freestanding structures.
- Making stable structures from card.
- Creating supporting structures to aid stability.
- Using stable objects like cylinders to create structures.
- To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses)
- To understand that axles are used in structures and mechanisms to make parts turn in a circle.
- To begin to understand that different structures are used for different purposes.
- To know that a structure is something that has been made and put together.
- To know that the sails or blades of a windmill are moved by the wind.
- To know that a structure is something built for a reason.
- To know that stable structures do not topple.
- To know that adding weight to the base of a structure can make it more stable.
- Recognising that different structures are used for different purposes.
- Exploring the features of structures.

- Requesting equipment appropriate to the purpose. (e.g. scissors for cutting, glue for joining)
- Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick).
- Refining their grip to cut competently and confidently.
- Cutting straight lines and evenly spaced lines.
- Beginning to cut large shapes and thicker materials like card.
- Making stable structures from card.
- Following instructions to cut and assemble the supporting structure of a windmill.
- Making functioning turbines and axles which are assembled into a main supporting structure.
- Finding the middle of an object.
- Puncturing holes.
- Adding weight to structures.
- Creating supporting structures
- Cutting evenly and carefully.
- Choosing materials, ingredients or components from a wider range of materials, ingredients or components.
- Explaining their choices based on the properties of materials and components.
- Looking for ways to make cutting easier, like turning the material they are cutting, not fully closing scissors etc.
- Choosing known geometric shapes when making.
- Beginning to shape objects to improve how they work.
- Making a structure according to design criteria
- Creating joints and structures from paper/card and tape.
- Building a strong and stiff structure by folding paper.

Evaluate

- Discussing existing products, saying what they like about them.

- Making stable structures from card.
- Creating supporting structures to aid stability.
- Using stable objects like cylinders to create structures.
- Building a strong and stiff structure by folding paper.
- Folding to strengthen or stiffen.
- Comparing the stability of different shapes.
- Identifying the weakest part of a structure.
- To know that shapes and structures with wide, flat bases or legs are the most stable.
- To understand that the shape of a structure affects its strength.
- To know that materials can be manipulated to improve strength and stiffness.
- To know that a structure is something which has been formed or made from parts.
- To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.
- To know that a 'strong' structure is one which does not break easily
- To know that a 'stiff' structure or material is one which does not bend easily.

Additional

- To know that the 'user' is the person who will use the product
- To know that different users may want different things from a design.
- To know that who they are designing for makes a difference to what they design.
- To know that the purpose is what something is for.
- To know that existing products can help when deciding what to design.
- To know that drawings are a way to explain ideas.
- To know that a plan is deciding what to do first and next.
- To know that different equipment does different things.
- To know the names of common pieces of equipment.

- Comparing two products and discuss which is better for a specific purpose.
- Saying what they like about their peers' designs and products.
- Accepting feedback and understanding it is meant to improve their work.
- Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.
- Suggest points for improvements.
- Discussing a range of existing products and saying what they like and dislike about them.
- Comparing a range of products and explaining why some better meet different design criteria than others.
- Evaluating their ideas and creations against simple design criteria.
- Exploring the features of structures.
- Comparing the stability of different shapes
- Testing the strength of own structures.
- Identifying the weakest part of a structure.
- Evaluating the strength, stiffness and stability of own structure.

- To know that some tools are sharp like scissors and knives.
- To know that spacing cuts or marks evenly can be useful.
- To know that different glue can be used to join different things.
- To know that some products will be better than others.
- To know that other people's ideas can help make their work better.
- To know that a structure is something that has been made and put together.
- To know that stable structures do not topple.
- To know that shapes and structures with wide, flat bases or legs are the most stable
- To know that adding weight to the base of a structure can make it more stable.
- To know that design criteria is a list of points to ensure the product meets the clients needs and wants.
- To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.
- To know that windmill turbines use wind to turn and make the machines inside work.
- To know that a windmill is a structure with sails that are moved by the wind.
- To know the three main parts of a windmill are the turbine, axle and structure
- To know that windmills are used to generate power and were used for grinding flour.
- To know that a design brief helps to decide what to make.
- To know that design criteria are the steps for making a product successful.
- To know that design criteria help when thinking of ideas.
- To know that different products work in different ways and have parts that make them work.

- To know some properties of materials like hard, soft, flexible, waterproof, strong etc.
- To know the names of some geometric shapes, triangle, pyramid, square, cube, circle, sphere.
- To know that existing products can be evaluated against design criteria.
- To know that design criteria help to decide if their product is a success.
- To know that improve means to make something better.
- To know that a structure is something that has been made and put together.
- To know that the shape of a structure affects its strength.
- To know that materials can be manipulated to improve strength and stiffness.
- To know that a 'strong' structure is one which does not break easily.
- To know that a 'stiff' structure or material is one which does not bend easily.
- To know that natural structures are those found in nature.
- To know that man-made structures are those made by people.

Year 3/4

Skills Design

- Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.
- Beginning to use 2D CAD software to communicate their ideas.
- Designing a castle with key features to appeal to a specific person/purpose.
- Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.

Knowledge Technical

- Beginning to understand how different structures are built.
- Strengthening structures by ribbing.
- Constructing a range of 3D shapes.
- To understand that wide and flat based objects are more stable.
- To understand the importance of strength and stiffness in structures.
- Strengthening structures by layering materials (lamination).
- Strengthening structures by ribbing.
- To know how some different structures are built.

- Designing and/or decorating a castle tower on CAD software.
- Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.
- Noticing simple problems or needs in everyday life.
- Developing drawing and sketching skills with a focus on clarity and simplicity.
- Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.
- Building frame structures designed to support weight

Make

- Creating accurate shapes from templates.
- Cutting out more complex shapes accurately.
- Choosing shapes to suit the function of a product.
- Constructing a range of 3D geometric shapes using nets .
- Creating special features for individual designs.
- Making facades from a range of recycled materials
- Selecting materials, components or ingredients based on their form as well as their functional properties.
- Explaining choices with regard to function and form.
- Choosing shapes to suit the function of a product.
- Creating a range of different shaped frame structures
- Making a variety of free standing frame structures of different shapes and sizes.
- Selecting appropriate materials to build a strong structure and cladding.
- Reinforcing corners to strengthen a structure.
- Creating a design in accordance with a plan.
- Learning to create different textural effects with materials.

Evaluate

- Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements.

- To know that structures can be strengthened by manipulating materials and shapes.
- To know a shell structure is a hollow shape with a thin outer layer.
- To understand what a frame structure is
- To know that a 'free-standing' structure is one which can stand on its own

Additional

- To know that creating accurate shapes improves how they look and sometimes their function.
- To know good suggestions help give better feedback.
- To know that they can choose to use feedback or not.
- To know that a shell structure is a hollow shape with a thin outer layer.
- To know that 3D shapes can form structures.
- To know structures can be strengthened by manipulating materials and shapes.
- To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.
- To know that a façade is the front of a structure
- To understand that a castle needed to be strong and stable to withstand enemy attack.
- To know that a paper net is a flat 2D shape that can become a 3D shape once assembled.
- To know that a design specification is a list of success criteria for a product.
- To know form is the look and shape of something.
- To know function is what something does and how it works.
- To know that creating accurate shapes improves how they look and sometimes their function.

- Investigating and analysing a range of existing products by looking at their functionality and appeal.
- Reflecting on feedback to decide if and how it could be used to improve future iterations.
- Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.
- Suggesting points for modification of the individual designs.
- Evaluating designs by comparing them against design criteria.
- Considering feedback from peers to suggest improvements.
- Evaluating how effective the chosen materials were in fulfilling the design brief.
- Evaluating structures made by the class.
- Describing what characteristics of a design and construction made it the most effective.
- Considering effective and ineffective designs.

- To know choices of materials and equipment can affect the final product.
- To know that a pavilion is a decorative building or structure for leisure activities
- To know that cladding can be applied to structures for different effects.
- To know that aesthetics are how a product looks.
- To know that a product's function means its purpose
- To understand that the target audience means the person or group of people a product is designed for.
- To know that architects consider light, shadow and patterns when designing.

National curriculum - end of KS2

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

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

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

understand how key events and individuals in design and technology have helped shape the world

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)

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.

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.

Progression of Skills & knowledge

Structures

Year 5/6

Skills Design

- Designing a stable structure that is able to support weight
- Creating a frame structure with a focus on triangulation.
- Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
- Identifying more complex problem statements that consider multiple factors and constraints with guidance.
- Developing more independence in generating ideas.
- Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.
- Using 3D CAD software to communicate their ideas.
- Using a series of prototypes to refine and improve their designs.

Make

- Making a range of different shaped beam bridges.
- Using triangles to create truss bridges that span a given distance and support a load.
- Building a wooden bridge structure.
- Independently measuring and marking wood accurately.
- Selecting appropriate tools and equipment for particular tasks
- Using the correct techniques to saws safely.

Knowledge Technical

- To understand some different ways to reinforce structures.
- To understand how triangles can be used to reinforce bridges.
- To know that properties are words that describe the form and function of materials.
- To understand why material selection is important based on properties.
- To understand the material (functional and aesthetic) properties of wood.
- To know that structures can be strengthened by manipulating materials and shapes.
- Understanding how to reinforce structures to make them more stable.
- Using triangulation to strengthen or stabilise a structure.
- To know that constraints are limits or conditions when making a product.
- To know that the environmental impact is how the product and making the product might affect the environment.
- To know that original and innovative ideas are different from what has been made before.
- To know drawings and diagrams can be communicated in 3D.

- Identifying where a structure needs reinforcement and using card corners for support.
- Explaining why selecting appropriating materials is an important part of the design process.
- Understanding basic wood functional properties.
- Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
- Measuring, marking and cutting wood to create a range of structures.
- Using a range of materials to reinforce and add decoration to structures.
- Producing lists of equipment, materials and tools that they need for a task.
- Selecting materials, components or ingredients based on research or user needs.
- Assessing risks associated with different tools and equipment.
- Understanding and explaining the importance of each safety rule.
- Consistently apply safety instructions.
- Using a ruler to accurately measure and draw lines and marks.
- In small groups, cutting harder wood with a saw.
- Cutting in a back-and-forth sawing motion where appropriate.
- Balancing aesthetics and functionality when creating parts of a design.
- Considering when best to apply finishing effects.

Evaluate

- Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.
- Suggesting points for improvements for own bridges and those designed by others.
- Improving a design plan based on peer evaluation.
- Testing and adapting a design to improve it as it is developed.
- Identifying what makes a successful structure.

- To know that annotations are detailed labels and comments on diagrams.
- To know that improving on prototypes can help to improve the final design.
- To know that materials and equipment lists help with planning.
- To know aesthetics are the way something looks.
- To know that risks are things that might go wrong.
- To know the shape of an object can affect both its aesthetics and function.
- To know aesthetics is how something looks.
- To know that the finish can make a product suitable to be used outside.

Additional

- To understand the difference between arch, beam, truss and suspension bridges.
- To understand how to carry and use a saw safely.
- To understand what a 'footprint plan' is.
- To understand that in the real world, design , can impact users in positive and negative ways.
- To know that a prototype is a cheap model to test a design idea.
- To know that sustainability means thinking about the materials that were used to make a product and how the product was made.
- To know that their final product can still be improved by using different materials or techniques.
- To know that evaluating their designs in detail will help them understand its successful and less successful parts.
- To know that a frame structure supports or holds a shape, and is made up of strong parts joined together, like a skeleton or a climbing frame.
- To know how to reinforce structures.
- To know triangles can be used to reinforce structures.

- Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects.
- Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost.
- Considering alternative materials, tools or techniques that could enhance the product.

- To know triangles can create strong and stable structures.
- To know that bracing is a way of reinforcing a structure.

National curriculum - end of KS2

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

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

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

understand how key events and individuals in design and technology have helped shape the world

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)

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.

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.

Progression of Skills & knowledge

Mechanisms / Mechanical systems

Year 1/2

Skills Design

- Thinking about what others might want from a design.
- Beginning to recognise how products and designs in the world around us solve certain needs.
- Considering who they are designing for by identifying the user.
- Stating what they intend to make and why by identifying the purpose.
- Talking about ideas with purpose and the user in mind.
- Talking about existing products when generating ideas.
- Creating mock-ups to communicate designs.
- Explaining how to adapt mechanisms, using bridges or guides to control the movement.
- Designing a moving story book for a given audience.
- Thinking about what others might want from a design.
- Beginning to recognise how products and designs in the world around us solve certain needs.
- Considering who they are designing for, by identifying the user.
- Stating what they intend to make and why, by identifying the purpose.
- Talking about ideas with the purpose and user in mind.
- Talking about existing products when generating ideas.
- Using basic drawing skills to communicate ideas.

Knowledge Technical

- Recognising and exploring everyday objects that have mechanisms.
- Recognising everyday objects that use a slider mechanism (e.g. drawers, sliding doors, paper trimmer).
- To know that a mechanism is the parts of an object that move together.
- To know that a slider mechanism moves an object from side to side.
- To know that a slider mechanism has a slider, slots, guides and an object.
- To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.
- Recognising and exploring everyday objects that have mechanisms.
- Many things that move have parts inside to help them work.
- Mechanisms usually limit unwanted movement.
- An axle allows the wheel to turn without falling off.
- To know that wheels need to be round to rotate and move.
- To understand that for a wheel to move, it must be attached to a rotating axle.
- To know that an axle moves within an axle holder, which is fixed to the vehicle or toy.
- To know that the frame of a vehicle (chassis) needs to be balanced.

- Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.
- Creating clearly labelled drawings that illustrate movement.
- Selecting a suitable linkage system to produce the desired motion.
- Designing a wheel.
- Conducting simple surveys or discussions to gather opinions on what others need or like in a design.
- Knowing that a survey is used to find out what people like.
- Using a simple design brief that outlines the intended use, target user and key features of the product to create simple design criteria.
- Knowing that a design brief helps to decide what to make.
- Knowing that design criteria are the steps for making a product successful.
- Creating ideas with design criteria in mind.
- Referring to specific parts of existing products when generating ideas.
- Knowing that the design criteria helps when thinking of ideas.
- Using labels to explain parts of a design, label materials, etc.
- Using labels to explain parts of a design, label materials, etc.
- Knowing that drawings can help explain how something works.
- Knowing that a label explains part of a drawing.
- Creating ideas with design criteria in mind.
- Referring to specific parts of existing products when generating ideas.
- Using labels to explain parts of a design, label materials etc, including using ICT.
- Integrating moving parts when creating mock-ups.

Make

- Planning more than one step ahead.
- Choosing between a small number of materials, ingredients or components.
- Explaining their choices based on personal experiences.

- To know that different materials have different properties and are therefore suitable for different uses.
- To know that everyday objects have mechanisms.
- To know that many things that move have parts inside to help them work.
- To know that mechanisms usually limit unwanted movement.
- To know that everyday objects utilise wheels and axles.
- To know that wheels must be able to turn to work effectively.
- To know that axles allow wheels to turn without falling off.
- Recognising and exploring everyday objects that have mechanisms.
- Exploring everyday objects that use levers (e.g scissors, tongs, door handle, stapler).

Additional

- To know that the 'user' is the person who will use the product.
- To know that different users may want different things from a design.
- To know that designers usually design and make something to solve a problem.
- To know who they are designing for makes a difference to what they design.
- To know that the purpose is what something is for.
- To know that a mock-up is a model of how something works.
- To know that choosing different materials or components will have an effect on what their product does or looks like.
- To know that different equipment does different things.
- To know the names of common pieces of equipment.
- To know that some tools are sharp like scissors and knives.
- To know that following instructions helps with safety.
- To know that cutting in a straight line can be helpful when making.
- To know that some products will be better than others.
- To know that their ideas or products can be made better.

- Requesting equipment appropriate to the purpose. (e.g. scissors for cutting, glue for joining).
- Explaining in simple terms why certain tools must be handled carefully.
- Following and recalling simple safety instructions.
- Beginning to use objects with a fixed width or length to create even spacing of markings or cuts. (e.g. a lolly stick).
- Refining their grip to cut competently and confidently.
- Cutting straight lines and evenly spaced lines.
- Beginning to cut large shapes and thicker materials like card.
- Puncturing holes.
- Applying masking tape to fix something in place or join to edges.
- Using tools, like scissors, to create shapes.
- Beginning to cut large shapes and thicker materials like card.
- Following a design to create moving models that use levers and sliders.
- Planning more than one step ahead.
- Choosing between a small number of materials, ingredients or components.
- Explaining their choices based on personal experiences.
- Requesting equipment appropriate to the purpose (e.g. scissors for cutting and glue for joining).
- Explaining in simple terms why certain tools must be handled carefully.
- Following and recalling simple safety instructions.
- Finding the middle of an object.
- Refining their grip to cut competently and confidently.
- Cutting straight lines and evenly spaced lines.
- Beginning to cut large shapes and thicker materials like card.
- Puncturing holes.

- To know that many things that move have parts inside to help them work.
- To know that mechanisms usually limit unwanted movement.
- To know that a slider mechanism moves an object in a straight line (eg. left/right, up/down).
- To know that sliding mechanisms are designed to keep movement in one direction (e.g. using guides/rails, etc).
- To know that in Design and technology, a plan is called a 'design'.
- To know that the 'user' is the person who will use the product.
- To know that different users may want different things from a design.
- To know that designers usually design and make something to solve a problem.
- To know who they are designing for makes a difference to what they design.
- To know that the purpose is what something is for.
- To know that existing products can help when deciding what to design.
- To know that drawings are a way to explain ideas.
- To know that a plan is deciding what to do first and next.
- To know that choosing different materials or components will have an effect on what their product does or looks like.
- To know that different equipment does different things.
- To know the names of common pieces of equipment.
- To know that some tools are sharp like scissors and knives.
- To know that following instructions helps with safety.
- To know that cutting in a straight line can be helpful when making.
- To know that tools can be used to shape objects.
- To know that different materials can be shaped by different tools.
- To know that some products will be better than others.
- To know that their ideas or products can be made better.

- Recognising that the edges of paper and card need to be stuck firmly using a glue stick.
- Using tools, like scissors, to create shapes.
- Beginning to cut large shapes and thicker materials like card.
- Beginning to use controlled painting or colouring techniques to finish a product.
- Adding texture to create visual interest.
- Adapting mechanisms when they do not work as they should.
- Adapting mechanisms to fit their vehicle design.
- Adapting mechanisms to improve how they work after testing their vehicle.
- Selecting materials according to their characteristics.
- Following a design brief.
- Choosing materials, ingredients or components from a wider range of materials, ingredients or components.
- Explaining their choices based on the properties of materials and components.
- Knowing some properties of materials like hard, soft, flexible, waterproof, strong, etc.
- Following and recalling simple safety instructions.
- Knowing that some tools are sharp like scissors and knives.
- Choosing known geometric shapes when making.
- Beginning to shape objects to improve how they work.
- Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere.
- Considering balance in their finishing, like evenly spaced decoration.
- Integrating moving parts when creating mock-ups.
- Planning more than one step ahead.
- Choosing materials or components from a wider range of materials or components.

- To know that their final product might be different to their original idea.
- To know that their ideas can make someone else's work better.
- To know that other people's ideas can help make their work better.
- To know some real-life items that use wheels, such as wheelbarrows, hamster wheels and vehicles.
- To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder.
- To know that it is important to test my design as I go along, so that I can solve any problems that may occur.
- To know the features of a fairground wheel include the wheel, frame, pods, a base, an axle and an axle holder.
- To know that different products work in different ways and have parts that make them work.
- To know drawings can help explain how something works.
- To know many things that move have parts inside to help make them work.
- To know some properties of materials, e.g., hard, soft, flexible, waterproof, strong, etc.
- To know some pieces of equipment are better suited to certain jobs.
- To know some tools are sharp like scissors and knives.
- To know following instructions helps with safety.
- To know many things that move have parts inside to help them work.
- To know mechanisms usually limit unwanted movement.
- To know a pivot is the part that a lever moves around.

- Choosing between pieces of equipment that are used for the same purpose (e.g. joining) and explaining why their choice suits the task.
- Explaining their choices based on the properties of materials and components.
- Following and recalling simple safety instructions.

Evaluate

- Discussing existing products, saying what they like about them.
- Discussing how their products could be improved based on personal preferences.
- Saying what they like about their peers' designs and products.
- Accepting feedback and understanding it is meant to improve their work.
- Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.
- Reviewing the success of a product by testing it with its intended audience.
- Discussing existing products, saying what they like about them.
- Comparing two products and discussing which is better for a specific purpose.
- Discussing how their products could be improved based on personal preferences.
- Comparing their finished products with their original designs.
- Saying what they like about their peers' designs and products.
- Accepting feedback and understanding it is meant to improve their work.
- Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle to move.
- Evaluating different designs.
- Testing and adapting a design.

- Discussing a range of existing products and saying what they like and dislike about them.
- Evaluating existing products against design criteria.
- Evaluating their ideas and creations against simple design criteria.
- Knowing that design criteria help to decide if their product is a success.
- Suggesting improvements to their peers' designs and products.
- Knowing that improve means to make something better.
- Knowing that their suggestions can improve someone else's work.
- Discussing whether they were able to use the tools and techniques effectively.
- Comparing a range of products and explaining why some better meet different design criteria than others.
- Evaluating their ideas and creations against simple design criteria.

Year 3/4

Skills Design

- Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.
- Taking part in structured idea blasting sessions.
- Coming up with more ideas and considering the feasibility of their ideas in the classroom.
- Developing drawing and sketching skills with a focus on clarity and simplicity.
- Developing designs by adding detail and justifications about materials, tools, methods.
- Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas. (eg. sketches, cross-sectional diagram, thumbnail sketches and exploded diagrams).
- Designing a toy which uses a pneumatic system.

Knowledge Technical

- To being to understand how mechanisms work.
- To recognise pneumatic systems in everyday objects (e.g. car boot, adjustable chair.)
- To understand how pneumatic systems work.
- To understand that pneumatic systems can be used as part of a mechanism.
- To know that pneumatic systems operate by drawing in, releasing and compressing air.
- To understand that all moving things have kinetic energy.
- To understand that kinetic energy is the energy that something (object/person) has by being in motion.
- To know that air resistance is the level of drag on an object as it is forced through the air.

- Developing design criteria from a design brief.
- Generating ideas using thumbnail sketches and exploded diagrams.
- Learning that different types of drawings are used in design to explain ideas clearly.
- Designing a shape that reduces air resistance.
- Drawing a net to create a structure.
- Choosing shapes that increase or decrease speed as a result of air resistance.
- Personalising a design.
- Taking part in structured idea-sharing sessions.
- Developing drawing and sketching skills with a focus on clarity and simplicity.
- Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas. (eg. sketches, cross-sectional diagrams, thumbnail sketches and exploded diagrams).
- Creating prototypes using materials with similar properties to their final design.
- Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.
- Developing designs by adding detail and justifications about materials, tools and methods.

Make

- Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage.
- Suggesting simple safety rules based on their understanding of tool dangers.
- Participating in discussions about classroom safety procedures.
- Cutting out more complex shapes accurately.
- Handle different sizes and types of scissors with confidence.
- Using PVA glue to join corrugated card and light wood (e.g. balsa wood).

- To understand that the shape of a moving object will affect how it moves due to air resistance..
- To understand that a mechanical system can allow us to move something more easily.
- To know that mechanical systems have more than one mechanism that moves to make them work.
- To know that mechanical systems are often hidden in products to make them look more appealing.

Additional

- To know that a problem or need is something that a designer can help to solve.
- To know that extra information on drawings or diagrams can help the user understand a design or idea.
- To know that thumbnail sketches are less detailed quick sketches.
- To know that a cross-sectional diagram shows the inside of a product.
- To know that an exploded diagram shows how the parts of a product fit together.
- To know that different pieces of equipment will be used at different stages in a plan.
- To know that different tools and equipment have different dangers.
- To know that scissors are useful for cutting out complex shapes,
- To know that designers and inventors create products.
- To know that choices of materials and equipment can affect the final product.
- To know that feedback is ideas and suggestions from other people that can help improve their work.
- To know that they can choose to use feedback or not.
- To understand that a mechanical system can allow us to move something more easily.
- To know that mechanical systems have more than one mechanism that moves to make them work.

- Choosing shapes to suit the function of a product.
- Painting or colouring precisely to improve the finish.
- Making facades from a range of materials.
- Sealing edges with tape to cover gaps in joins.
- Creating a pneumatic system to create a desired motion.
- Building secure housing for a pneumatic system.
- Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.
- Selecting materials due to their functional and aesthetic characteristics.
- Manipulating materials to create different effects by cutting, creasing, folding and weaving.
- Measuring, marking, cutting and assembling with increasing accuracy.
- Making a model based on a chosen design.
- Following detailed safety instructions.
- Using a ruler as a measuring tool with increasing accuracy by creating spaced marks using millimetres and measuring lengths of objects.
- Handling different sizes and types of scissors with confidence.
- With close supervision, using a hot glue gun to join wooden materials (e.g. lolly sticks).
- Selecting the equipment required for a series of tasks based on the plan.
- Explaining why each piece of equipment is suitable for each stage.
- Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK).

Evaluate

- Analysing why specific products, designers or inventors are successful.
- Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements.

- To know that mechanical systems are often hidden in products to make them look more appealing.
- To know that pushing air can be used to move a mechanism.
- To know that pivots can be used to create more movement in the mechanical system.
- To know that a combination of mechanisms can improve a product.
- To understand how sketches, drawings and diagrams can be used to communicate design ideas.
- To know that exploded diagrams are used to show how different parts of a product fit together.
- To know that thumbnail sketches are small drawings to get ideas down on paper quickly.
- To understand that products change and evolve over time.
- To know that aesthetics means how an object or product looks in design and technology.
- To know that a template is a stencil you can use to help you draw the same shape accurately.
- To know that a birds-eye view means a view from a high angle (as if a bird in flight).
- To know that graphics are images which are designed to explain or advertise something.
- To know that it is important to assess and evaluate design ideas and models against a list of design criteria.
- To know that extra information on drawings or diagrams can help the user understand a design or idea.
- To know that an exploded diagram shows how the parts of a product fit together.
- To know that a prototype is a detailed model that helps a user understand how a product will work.
- To know that a target audience is a group of people who might like the idea.

- Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements.
- Reflecting on feedback to decide if and how it could be used to improve future iterations.
- Using the views of others to improve designs.
- Testing and modifying the outcome, suggesting improvements.
- Understanding the purpose of exploded diagrams through the eyes of a designer and their client.
- Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
- Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements.
- Reflecting on feedback to decide if and how it could be used to improve future iterations.
- Investigating and analysing a range of existing products by looking at their functionality and appeal.
- Analysing why specific products, designers or inventors are successful.
- Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements.
- Evaluating how effective their chosen materials and tools were in fulfilling the design brief.

- To know that different tools and equipment have different dangers.
- To know that a ruler can be used to measure length.
- To know that a hot glue gun can be used to join materials.
- To know that better suggestions for improvements mean better feedback.
- To know that they can choose to use feedback or not.
- To know that some products are more successful than others because of their function.
- To know that the choice of materials and equipment can affect the final product.
- To know that feedback is ideas and suggestions from other people that can help improve their work.

National curriculum - end of KS2

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generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided 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

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

understand how key events and individuals in design and technology have helped shape the world

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)

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.

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.

Progression of Skills & knowledge

Mechanisms / Mechanical systems

Year 5/6

Skills Design

- Noticing wider-reaching problems or needs in the community.
- Identifying a wide range of needs and potential barriers through market research.
- Writing more complex problem statements that consider multiple factors and constraints.
- Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost.
- Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.
- Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.
- Using a series of prototypes to refine and improve their designs.
- Designing a pop-up book which uses a mixture of structures and mechanisms.
- Naming each mechanism, input and output accurately.
- Storyboarding ideas for a book.
- Noticing wider-reaching problems or needs in the community.
- Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.

Knowledge Technical

- That mechanical systems use gears in everyday objects (e.g. bicycle, clock).
- That gears and pulleys can transfer movement and force from one part of a mechanical system to another.
- That gears can increase the output of a mechanism.
- To know that mechanisms control movement.
- To understand that mechanisms can be used to change one kind of motion into another.
- To understand how to use sliders, pivots and folds to create paper-based mechanisms.
- To know that the mechanism in an automata uses a system of cams, axles and followers.
- To know that different-shaped cams produce different outputs.
- To know which mechanisms are working together to make a mechanical system.
- To know that there are different directions of movement.
- To know that mechanisms can change one type of movement to another.

Additional

- That market research is a way of collecting information about problems or needs.

- Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.

Make

- Consistently apply safety instructions.
- Selecting appropriate scissors to handle delicate cutting tasks and challenging materials.
- Cutting patterns and drawings accurately.
- In supervised groups, using hot glue guns safely.
- Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly.
- Choosing PVA glue over hot glue for its safety when joining materials in less intensive projects.
- Following a design brief to make a pop-up book, neatly and with focus on accuracy.
- Making mechanisms and/or structures using sliders, pivots and folds to produce movement.
- Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
- Producing lists of equipment, materials and tools that they need for a task.
- Selecting materials, components or ingredients based on research or user needs.
- Explaining their choices, referring to their research.
- Considering which equipment will work well together.
- Choosing from the known range of equipment available to them with little guidance.
- Assessing risks associated with different tools and equipment.
- Understanding and explaining the importance of each safety rule.
- Consistently apply safety instructions.
- Cutting jelutong or other harder wood with a coping saw or a tenon saw in small groups.

- That constraints are things that can stop ideas from being successful.
- That original and innovative ideas are different from what has been made before.
- That annotations are detailed labels and comments on diagrams.
- That risks are things that might happen.
- That hot glue creates a strong bond quickly.
- That it is better to choose safer equipment.
- That sustainability means thinking about the materials that were used to make a product and how the product was made.
- That a final product may still be improved by different materials or techniques.
- That evaluating their designs in detail will help them understand its successful and less successful parts.
- That feedback should be positive, helpful and specific.
- That explaining how they used feedback to improve their design can help them create better products in the future.
- To know that a design brief is a description of what I am going to design and make.
- To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.
- To know that an automaton is a hand-powered mechanical toy.
- To know that a cross-sectional diagram shows the inner workings of a product.

- Cutting in a back-and-forth sawing motion where appropriate.
- In supervised groups, using hot glue guns safely.
- Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly.

Evaluate

- Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects.
- Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost.
- Considering alternative materials, tools or techniques that could enhance the product.
- Providing feedback that is helpful, specific, and encouraging.
- Incorporating feedback from peers or users to improve their product further and explaining the changes they made and the impact they had.
- Evaluating the work of others and receiving feedback on own work.
- Suggesting points for improvement.
- Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost.
- Providing feedback that is helpful, specific and encouraging.
- Incorporating feedback from peers or users to improve their product further, explaining the changes they made and the impact they had.

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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

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

understand how key events and individuals in design and technology have helped shape the world

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)

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.

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.

Progression of Skills & knowledge

Electrical systems

Year 3/4

Skills Design

- Carrying out research based on a given topic (e.g. the Romans) to develop a range of initial ideas.
- Generating a final design for the electric poster with consideration to the client's needs and design criteria.
- Designing an electric poster that fits the requirements of a given brief.
- Planning the positioning of the bulb (circuit component) and its purpose.
- Designing a torch, giving consideration to the target audience and creating both design and success criteria, focusing on features of individual design ideas.

Make

- Creating a final design for the electric poster.
- Mounting the poster onto corrugated card to improve its strength and allow it to withstand the weight of the circuit.
- Measuring and marking materials out using a template or ruler.
- Fitting an electrical component (bulb).
- Learning ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge).
- Making a torch with a working electrical circuit and switch.
- Using appropriate equipment to cut and attach materials.

Knowledge Technical

- To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.
- To understand common features of an electric product (switch, battery or plug, dials, buttons etc.).
- To list examples of common electric products (kettle, remote control, etc.).
- To understand that an electric product uses an electrical system to work (function).
- To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.
- To understand that electrical conductors are materials which electricity can pass through.
- To understand that electrical insulators are materials which electricity cannot pass through.
- To know that a battery contains stored electricity that can be used to power products.
- To know that an electrical circuit must be complete for electricity to flow.
- To know that a switch can be used to complete and break an electrical circuit.

Additional

<ul style="list-style-type: none"> Assembling a torch according to the design and success criteria. <p>Evaluate</p> <ul style="list-style-type: none"> Learning to give and accept constructive criticism on own work and the work of others. Testing the success of initial ideas against the design criteria and justifying opinions. Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs. Evaluating electrical products. Testing and evaluating the success of a final product. 	<ul style="list-style-type: none"> To understand the importance and purpose of information design. To understand how material choices (such as mounting paper to corrugated card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached). To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. To know the electric light bulb was invented by Sir Joseph Swan and Thomas Edison.
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Year 5/6

<p>Skills Design</p> <ul style="list-style-type: none"> Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. Developing design criteria based on findings from investigating existing products. Developing design criteria that clarify the target user. Designing a steady hand game, identifying and naming the components required. Drawing a design from three different perspectives. Generating ideas through sketching and discussion. Modelling ideas through prototypes. Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. <p>Make</p> <ul style="list-style-type: none"> Altering a product's form and function by tinkering with its configuration. Making a functional series circuit, incorporating a motor. 	<p>Knowledge Technical</p> <ul style="list-style-type: none"> To know that series circuits only have one direction for the electricity to flow. To know when there is a break in a series circuit, all components turn off. To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. To know a motorised product is one which uses a motor to function. To know that batteries contain acid, which can be dangerous if they leak. To know the names of the components in a basic series circuit, including a buzzer. <p>Additional</p> <ul style="list-style-type: none"> To know that product analysis is critiquing the strengths and weaknesses of a product. To know that 'configuration' means how the parts of a product are arranged. To know that 'form' means the shape and appearance of an object.
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- Constructing a product with consideration for the design criteria.
- Breaking down the construction process into steps so that others can make the product.
- Constructing a stable base for a game.
- Accurately cutting, folding and assembling a net.
- Decorating the base of the game to a high-quality finish.
- Making and testing a circuit.
- Incorporating a circuit into a base.

Evaluate

- Carrying out a product analysis to examine a product's purpose and strengths and weaknesses.
- Determining which parts of a product affect its function and which parts affect its form.
- Analysing whether changes in configuration positively or negatively affect an existing product.
- Peer evaluating a set of instructions to build a product.
- Testing own and others' finished games, identifying what went well and making suggestions for improvement.
- Gathering images and information about existing children's toys.
- Analysing a selection of existing children's toys.

- To know the difference between 'form' and 'function'.
- To understand that 'fit for purpose' means that a product works how it should and is easy to use.
- To know that form over purpose means that a product looks good but does not work very well.
- To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.
- To understand the diagram perspectives 'top view', 'side view' and 'back'.

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Progression of Skills & knowledge

Cooking and nutrition

Year 1/2

Skills Design

- Designing smoothie carton packaging by-hand.
- Learning where and how fruits and vegetables grow.
- Designing three wrap ideas.

Make

- Chopping fruit and vegetables safely to make a smoothie.
- Juicing fruits safely to make a smoothie.
- Identifying if a food is a fruit.
- Chopping foods safely to make a wrap.
- Constructing a wrap that meets a design brief.
- Grating foods to make a wrap.
- Snipping smaller foods instead of cutting.
- Spreading soft foods to make a wrap.
- Identifying the five food groups.
- Learning about balanced diet.

Evaluate

- Tasting and evaluating different food combinations.
- Describing appearance, smell and taste.
- Suggesting information to be included on packaging.
- Comparing their own smoothie with someone else's.
- Describing appearance, smell and taste.
- Taste and evaluating different food combinations.

Knowledge Knowledge

- To know that a blender is a machine which mixes ingredients together into a smooth liquid.
- To know that a fruit has seeds and a vegetable does not.
- To know that fruit grow on trees or vines.
- To know that vegetables can grow either above or below ground.
- To know that a vegetable is any edible part of a plant.
- To know that 'diet' means the food and drink that a person or animal usually eats.
- To know what makes a balanced diet.
- To know that the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.
- To know that I should eat a range of different foods from each food group and roughly how much of each food group.
- To know that 'ingredients' are the items in a mixture or recipe.
- To know how to cut, grate, snip and spread to prepare foods.
- To know how to review and give a score to evaluate.

- Describing the information that should be included on a label.

Year 3/4

Skills Design

- Describing how climate affects where foods grow.
- Designing a biscuit within a given budget.
- Conducting market research.

Make

- Identifying seasonal ingredients from the UK.
- Following the instructions within a recipe.
- Tasting seasonal ingredients.
- Peeling foods by hand or with a peeler.
- Cutting ingredients safely.
- Choosing ingredients based on a design brief.
- Following a baking recipe.
- Understanding safety and hygiene rules.
- Adapting a recipe.

Evaluate

- Describing the texture and flavour of ingredients.
- Describing the benefits of seasonal fruits and vegetables and the impact on the environment.
- Evaluating an adapted recipe.
- Evaluating and comparing a range of products.
- Suggesting modifications.

Knowledge Knowledge

- To know that seasonal means foods that grow in a given season in a given country.
- To know some seasonal foods that grow in the UK and what season they grow in.
- To know that eating seasonal foods can have a positive impact on the environment.
- To know how to describe the flavour and texture of foods.
- To know how to cut a peel safely.
- To know that the appearance of food is as important as taste.
- To know that similar coloured fruits and vegetables often have similar nutritional benefits.
- To know that the amount of an ingredient in a recipe is known as the 'quantity.'
- To know that safety and hygiene are important when cooking.
- To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping.
- To know the importance of budgeting while planning ingredients for a recipe.
- To know that products often have a target audience.

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Progression of Skills & knowledge

Cooking and nutrition

Year 5/6

Skills Design

- Researching existing recipes.
- Researching existing recipes.
- Designing a jar label.
- Writing a recipe, explaining the key steps, method and ingredients.
- Including facts and drawings from research undertaken.

Make

- Writing an alternative recipe.
- Understanding cross-contamination.
- Using preparation skills.
- Making a developed recipe.
- Following a recipe, including using the correct quantities of each ingredient.
- Adapting a recipe based on research.
- Working to a given timescale.
- Working safely and hygienically with independence.

Evaluate

- Explaining the farm to fork process.
- Analysing nutritional content.
- Evaluating a recipe, considering: taste, smell, texture and origin of the food group.
- Taste testing and scoring final products.

Knowledge Knowledge

- To know that beef comes from cows reared on farms.
- To know that recipes can be adapted to suit nutritional needs and dietary requirements.
- To know that nutritional information is found on food packaging.
- To know that coloured chopping boards can prevent cross-contamination.
- To know that food packaging serves many purposes.
- To know that 'flavour' is how a food or drink tastes.
- To know that many countries have 'national dishes' which are recipes associated with that country.
- To know that 'processed food' means food that has been put through multiple changes in a factory.
- To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.
- To understand what happens to a certain food before it appears on the supermarket shelf ('farm to fork').

- Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.
- Evaluating health and safety in production to minimise cross contamination.

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Progression of Skills & knowledge

Textiles

Year 1/2

Skills Design

- Stating what they intend to make and why - identifying the purpose.
- Talking about ideas, with purpose and user in mind.
- Using basic drawing skills to communicate ideas.
- Using a template to create a design for a puppet.
- Designing a pouch.

Make

- Choosing between a small number of materials, ingredients or components.
- Explaining their choices based on personal experiences.
- Explaining in simple terms why certain tools must be handled carefully.
- Following and recalling simple safety instructions.
- Using a straightedge to draw a straight line.
- Beginning to use objects with a fixed width or length to create even spacing of markings or cuts. (e.g. a lolly stick).
- Using a large plastic needle and large-weave embroidery fabric to begin to create a running stitch.
- Applying masking tape to fix something in place or join to edges.
- Adding texture to create visual interest.
- Cutting fabric neatly with scissors.
- Using joining methods to decorate a puppet.

Knowledge Technical

- Discussing fabric properties.
- Threading large needles.
- Rehearsing sewing techniques with large needles and thick thread, like wool.
- Sewing a running stitch in large-weave embroidery fabric or hessian.
- Creating patterns and following them with stitching.
- Spacing stitches evenly.

Additional

- To know drawings are a way to explain ideas.
- To know that choosing different materials or components will affect what the product does or looks like.
- To know the names of common pieces of equipment.
- To know that following instructions helps with safety.
- To know that spacing cuts or marks evenly can be useful.
- To know that texture is how something feels.
- To know their ideas or products can be made better.
- To know their final product might be different to their original idea.
- To know their ideas can make someone else's work better.
- To know other people's ideas can help make their work better.
- To know evenly spaced stitches help when following a pattern.

- Sequencing the steps taken during construction.
- Selecting and cutting fabrics for sewing.
- Decorating a pouch using fabric glue or running stitch.
- Threading a needle.
- Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.
- Neatly pinning and cutting fabric using a template.

Evaluate

- Saying what they like about their peers' designs and products.
- Accepting feedback and understanding it is meant to improve their work.
- Reflecting on a finished product, explaining likes and dislikes.
- Troubleshooting scenarios posed by the teacher.
- Evaluating the quality of the stitching on others' work.
- Discussing as a class the success of their stitching against the success criteria.
- Identifying aspects of their peers' work that they particularly like and explaining why.

- To know that 'joining technique' means connecting two pieces of material together.
- To know that there are various temporary methods of joining fabric by using staples, glue or pins.
- To understand that different techniques for joining materials can be used for different purposes.
- To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.
- To know that drawing a design idea is useful to see how an idea will look.
- To know that sewing is a method of joining fabric.
- To know that different stitches can be used when sewing.
- To understand the importance of tying a knot after sewing the final stitch.
- To know that a thimble can be used to protect my fingers when sewing.

Year 3/4

Skills Design

- Designing and making a template from an existing cushion and applying individual design criteria.
- Writing design criteria for a product, articulating decisions made.
- Designing a personalised book sleeve.

Make

- Following design criteria to create a cushion or Egyptian collar.
- Selecting and cutting fabrics with ease using fabric scissors.
- Threading needles with greater independence.
- Tying knots with greater independence.

Knowledge Knowledge

- To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.
- To know that when two edges of fabric have been joined together it is called a seam.
- To know that it is important to leave space on the fabric for the seam.
- To understand that some products are turned inside out after sewing so the stitching is hidden.

- Sewing cross stitch to join fabric.
- Decorating fabric using appliqué.
- Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars).
- Making and testing a paper template with accuracy and in keeping with the design criteria.
- Measuring, marking and cutting fabric using a paper template.
- Selecting a stitch style to join fabric.
- Working neatly by sewing small, straight stitches.
- Incorporating a fastening to a design.

Evaluate

- Evaluating an end product and thinking of other ways in which to create similar items.
- Testing and evaluating an end product against the original design criteria.
- Deciding how many of the criteria should be met for the product to be considered successful.
- Suggesting modifications for improvement.
- Articulating the advantages and disadvantages of different fastening types.

- To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro.
- To know that different fastening types are useful for different purposes.
- To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.

National curriculum - end of KS2

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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

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

understand how key events and individuals in design and technology have helped shape the world

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)

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.

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.

Progression of Skills & knowledge

Textiles

Year 5/6

Skills Design

- Designing a stuffed toy, considering the main component shapes required and creating an appropriate template.
- Considering the proportions of individual components.
- Developing annotated sketches to communicate design ideas.
- Creating pattern pieces to use in design.
- Designing a waistcoat in accordance to a specification linked to a set of design criteria.
- Annotating designs to explain their decisions.

Make

- Creating a 3D stuffed toy from a 2D design.
- Measuring, marking and cutting fabric accurately and independently.
- Creating strong and secure blanket stitches when joining fabric.
- Threading needles independently.
- Using appliqué to attach pieces of fabric decoration.
- Sewing blanket stitch to join fabric.
- Applying blanket stitch so the spaces between the stitches are even and regular.
- Using a ruler to accurately measure and draw lines and marks.
- Using nets to create 3D objects.
- Using a template when cutting fabric to ensure they achieve the correct shape.

Knowledge Technical

- Using pins effectively to secure a template to fabric without creases or bulges.
- Threading needles independently.
- Tying knots at the end of thread to secure it.
- Selecting textiles and buttons to improve aesthetics and function.
- Attaching objects like buttons using thread.

Knowledge

- To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.
- To understand that it is easier to finish simpler designs to a high standard.
- To know that soft toys are often made by creating appendages separately and then attaching them to the main body.
- To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.
- To know that nets can be folded to create 3D shapes.
- To know that pattern pieces are like nets/templates.
- To know how designers use pattern pieces when creating textile products.
- To know that products are sometimes made in parts that are sewn together.

- Using pins effectively to secure a template to fabric without creases or bulges.
- Marking and cutting fabric accurately, in accordance with their design.
- Sewing a strong running stitch, making small, neat stitches and following the edge.
- Tying strong knots.
- Decorating a waistcoat, attaching features (such as appliqué) using thread.
- Finishing the waistcoat with a secure fastening (such as buttons).
- Learning different decorative stitches.
- Sewing accurately with evenly spaced, neat stitches.

Evaluate

- Testing and evaluating an end product and suggesting further improvements.
- Reflecting on the functionality and aesthetics of products.
- Discussing reasons for design choices.
- Reflecting on their work continually throughout the design, make and evaluate process.

- To know that safety pins can hold fabric in place before sewing.
- To know that there are different types of stitches.
- To know what a running stitch is.
- To know that aesthetics is how something looks.
- To know that consistently sized stitches improve the aesthetic of a product.
- To know that the shape of an object can affect both its aesthetics and function.
- To understand that it is important to design clothing with the client/target customer in mind.
- To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.
- To understand the importance of consistently sized stitches.

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Progression of Skills & knowledge

Digital world

Year 3/4

Skills Design

- Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas.
- Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.
- Developing design ideas through annotated sketches to create a product concept.
- Developing design criteria to respond to a design brief.
- Writing design criteria for a programmed timer (micro:bit).
- Exploring different mindfulness strategies.
- Applying the results of my research to further inform my design criteria.
- Developing a prototype case for my mindful moment timer.
- Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.
- Following a list of design requirements.

Make

- Following a list of design requirements.
- Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.
- Developing a prototype case for my mindful moment timer.
- Creating 3D structures using modelling materials.

Knowledge Technical

- To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.
- To know that a micro:bit is a pocket-sized, codeable computer.
- To know that a simulator is able to replicate the functions of an existing piece of technology.
- To understand what variables are in programming.
- To know some of the features of a micro:bit.
- To know that an algorithm is a set of instructions to be followed by the computer.
- To know that it is important to check my code for errors (bugs).
- To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device.

Additional

- To know what the 'Digital Revolution' is and the features of some of the products that have evolved as a result.
- To understand what is meant by 'point of sale display'.
- To know that CAD stands for 'computer-aided design'.
- To know what a focus group is by taking part in one.
- To understand the terms 'ergonomic' and 'aesthetic'.

- Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.

Evaluate

- Analysing and evaluating wearable technology.
- Using feedback from peers to improve design.
- Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.
- Evaluating my micro:bit program against points on my design criteria and amending them to include any changes I made.
- Documenting and evaluating my project.
- Understanding what a logo is and why they are important in the world of design and business.
- Testing my program for bugs (errors in the code).
- Finding and fixing the bugs (debug) in my code.
- Using an exhibition to gather feedback.
- Gathering feedback from the user to make suggested improvements to a product.

- To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials.
- To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users.

Year 5/6

Skills Design

- Researching (books, internet) for a particular (user's) animal's needs.
- Developing design criteria based on research.
- Generating multiple housing ideas using building bricks.
- Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.
- Placing and manoeuvring 3D objects, using CAD.
- Changing the properties of, or combining one or more 3D objects, using CAD.
- Writing a design brief from information submitted by a client.
- Developing design criteria to fulfil the client's request.

Knowledge Technical

- To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.
- To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.
- To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.
- To know that accelerometers can detect movement.
- To understand that sensors can be useful in products, as they mean the product can function without human input.

- Considering and suggesting additional functions for my navigation tool.
- Developing a product idea through annotated sketches.
- Placing and manoeuvring 3D objects, using CAD.
- Changing the properties of, or combining one or more 3D objects, using CAD.

Make

- Understanding the functional and aesthetic properties of plastics.
- Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range.
- Considering materials and their functional properties, especially those that are sustainable and recyclable (e.g. cork and bamboo).
- Explaining material choices and why they were chosen as part of a product concept.
- Programming an N, E, S, W cardinal compass.

Evaluate

- Stating an event or fact from the last 100 years of plastic history.
- Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices.
- Explaining key functions in my program (audible alert, visuals).
- Explaining how my product would be useful for an animal carer, including programmed features.
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- Developing an awareness of sustainable design.
- Identifying key industries that utilise 3D CAD modelling and explaining why.
- Describing how the product concept fits the client's request and how it will benefit the customers.
- Explaining the key functions in my program, including any additions.

Additional

- To understand key developments in thermometer history.
- To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future.
- To know the six 'R's of sustainability.
- To understand what a virtual model is and the pros and cons of traditional vs CAD modelling.
- To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.
- To know that 'multifunctional' means an object or product has more than one function.
- To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.

- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.
- Demonstrating a functional program as part of a product concept pitch.

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