

PROGRESSION IN DESIGN TECHNOLOGY

Date	Review Date	Subject Leader
August 2021	August 2022	Jenny Burns

This document aims to give guidance on the progression of Design Technology knowledge, skills and techniques across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Potential GD pupils should also be encouraged to record more independently and freely as well as be encouraged to experiment with and use materials of their own choice. Their increasingly critical thinking and in depth evaluation of their own and others' Design and Technology work should be reflected in their books and the products they create with increasing confidence and independence of thought.

In Design Technology, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Design Technology, the following approaches will be used, and be evident in pupils' books, in order to ensure that the Design Technology learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Design Technology experiences in school:

Teaching Sequence in Design Technology - individual lesson	Big picture: Placing the DT being studied in the context of similar past learning in the subject	Possible pedagogical approaches used in Design Technology	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Daily review: Brief review of learning covered in previous lesson/s		Constructivism	Inquiry-based learning; outdoor learning
Teaching Sequence in Design Technology - scheme of lessons following DT process	Teacher delivers a design brief, posing a problem to be solved in a context the children understand		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Children research existing products and possible construction materials/ingredients/tools.		Liberationism	Pupil-led learning; opportunities to showcase learning
	Children create their own design, in response to the brief and their research.		Learning, working and talking like a designer	Being introduced to the key vocabulary that a designer would use; following a design brief; thinking about an intended user for their product; using their research and prior knowledge/skills to inform their design; learning about real-life designers and how they contributed to their field.
	Children make their product.			
Children critically evaluate their work.				

Nursery	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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AUTUMN TERM

DESIGN BRIEFS & KEY QUESTIONS	CONSTRUCTION	CONSTRUCTION	CONSTRUCTION: MECHANISMS	CONSTRUCTION: SHELL STRUCTURES	TEXTILES	CONSTRUCTION: SHELL STRUCTURES	FOOD TECHNOLOGY	CONSTRUCTION: MECHANISMS
	<p>Brief: To design and make a diva to help someone celebrate Diwali.</p> <p><i>What is a design and why is it a good idea to do one before we make something?</i></p> <p><i>What are materials?</i></p> <p><i>How can we join things?</i></p>	<p>Brief: To design and make a firework decoration for Bonfire night.</p> <p><i>What is a designer?</i></p> <p><i>What are materials and tools?</i></p> <p><i>How can we join different materials?</i></p>	<p>Brief: To design and make a moving picture Christmas card to give to a family member.</p> <p><i>What kind of designs are found on Christmas cards?</i></p> <p><i>What is a moving picture?</i></p> <p><i>What is a mechanism?</i></p> <p><i>What is a lever/pivot?</i></p> <p><i>What is a slider?</i></p>	<p>Brief: To design and make a boat to be used to help people escape from the Great Fire of London.</p> <p><i>Who was Isambard Kingdom Brunel and what did he design?</i></p> <p><i>What is the hull of a boat?</i></p> <p><i>What are the design features of boats?</i></p> <p><i>How can we test if a material is buoyant and waterproof?</i></p> <p><i>Which materials are most suitable to make a boat?</i></p>	<p>Brief: To design and make a fabric Christmas tree decoration to give as a gift to a family member.</p> <p><i>What are the features of fabric Christmas tree decorations?</i></p> <p><i>What is Japanese Kawaii style?</i></p> <p><i>How can a textile designer create a Kawaii-style design?</i></p> <p><i>What are textile components?</i></p> <p><i>What is whip stitch?</i></p>	<p>Brief: To design and make the packaging for a new confectionary product, to be sold in supermarkets.</p> <p><i>What is package design?</i></p> <p><i>What is graphic design?</i></p> <p><i>What is meant by 'shelf-appeal' and why is it important?</i></p> <p><i>How is a box net created?</i></p> <p><i>What is computer-aided design?</i></p>	<p>Brief: To design and make a Mexican street food dish which could be eaten at a Christmas party.</p> <p><i>Who is Thomasina Miers?</i></p> <p><i>What is street food?</i></p> <p><i>What are tacos?</i></p> <p><i>What ingredients are found in Mexican cuisine?</i></p> <p><i>What is cross-contamination?</i></p>	<p>Brief: To design and make a marble run to be played with by primary school-aged children.</p> <p><i>What is a marble run?</i></p> <p><i>What is a mechanical engineer?</i></p> <p><i>How have mechanical engineers changed the world we live in throughout history?</i></p> <p><i>What is gravity and why does a mechanical engineer need to consider its action?</i></p> <p><i>What is friction and why does a mechanical engineer need to consider its action?</i></p>

SPRING TERM							
<p>CONSTRUCTION: SHELL STRUCTURES</p> <p>Brief: To design and make an Easter basket to hold a small Easter egg.</p> <p><i>What is a basket?</i></p> <p><i>How can we fasten a handle onto our basket?</i></p> <p><i>How can we test if the handle is strong enough?</i></p>	<p>CONSTRUCTION: FRAME STRUCTURES</p> <p>Brief: To design and make a picture frame to display a special picture.</p> <p><i>What is a picture frame?</i></p> <p><i>How can we saw wood safely?</i></p> <p><i>Why is it important to measure our wood pieces?</i></p> <p><i>How can we join wood together?</i></p>	<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make a topped pancake to celebrate Pancake Day.</p> <p><i>What is a pancake?</i></p> <p><i>What is the difference between a crepe and a Scotch pancake?</i></p> <p><i>What is a batter?</i></p> <p><i>What is whisking?</i></p> <p><i>How can we prepare food safely?</i></p>	<p>TEXTILES</p> <p>Brief: To design and make a flag for an explorer.</p> <p><i>What is a textile designer?</i></p> <p><i>Who is Orla Kiely and what does she design?</i></p> <p><i>What is applique?</i></p> <p><i>What is a pattern piece?</i></p> <p><i>What is running stitch?</i></p>	<p>CONSTRUCTION: MECHANISMS</p> <p>Brief: To design and make a moving monster puppet for a young child.</p> <p><i>Who was Jim Henson and what did he design?</i></p> <p><i>What is a mechanism?</i></p> <p><i>What is the function of mechanisms in children's toys?</i></p> <p><i>What is a lever and linkage system?</i></p> <p><i>What is the difference between a fixed and a loose pivot?</i></p>	<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make a pizza using traditional Italian ingredients, to be enjoyed by Year 4 pupils.</p> <p><i>Who is Franco Pepe?</i></p> <p><i>What is meant by locality in food/ingredients?</i></p> <p><i>What is pizza?</i></p> <p><i>What is a pizzaiolo?</i></p> <p><i>What is kneading?</i></p>	<p>CONSTRUCTION: FRAME STRUCTURES</p> <p>Brief: To design and make a mini greenhouse to be used in the school quad.</p> <p><i>Who is Nicolas Grimshaw and what has he designed?</i></p> <p><i>What is agriculture?</i></p> <p><i>How has design changed agriculture and food production?</i></p> <p><i>How does a greenhouse work?</i></p> <p><i>What is triangulation?</i></p>	<p>CONSTRUCTION: ELECTRICAL SYSTEMS</p> <p>Brief: TBC</p> <p><i>Who was Ada Lovelace and what did she do?</i></p> <p><i>What is computer programming?</i></p> <p><i>How can computer programming be used to control a product?</i></p>
SUMMER TERM							
<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make a fruit salad to be enjoyed by children in Nursery.</p> <p><i>What kinds of food are healthy?</i></p> <p><i>What fruits could we use in our fruit salad?</i></p> <p><i>How can we cut and peel our fruit safely?</i></p>	<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make a fruit smoothie to be enjoyed by children in Reception.</p> <p><i>Why is it important to eat healthy foods?</i></p> <p><i>What is a fruit smoothie?</i></p> <p><i>What ingredients could we include in our smoothie?</i></p> <p><i>What tools and equipment will we need to make our smoothie?</i></p>	<p>CONSTRUCTION: FRAME STRUCTURES</p> <p>Brief: To design and make a bridge to help the Three Billy Goats Gruff escape from the troll.</p> <p><i>What is a civil engineer?</i></p> <p><i>What is a bridge?</i></p> <p><i>Where are bridges found?</i></p> <p><i>What different shapes are bridges?</i></p> <p><i>What does a successful bridge need to be?</i></p>	<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make a healthy 'World Kitchen' wrap for the school lunch menu.</p> <p><i>Who is Jamie Oliver and what does he do?</i></p> <p><i>Why did Jamie Oliver try to make changes to school dinners?</i></p> <p><i>What kind of foods are healthy and nutritious?</i></p> <p><i>How can we create a 'balanced' meal?</i></p> <p><i>How can we prepare food safely?</i></p>	<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make a Chinese stir-fry noodle dish, for Year 3 pupils to enjoy.</p> <p><i>Who is Ken Hom?</i></p> <p><i>What is Chinese cuisine?</i></p> <p><i>What are noodles?</i></p> <p><i>What is a wok?</i></p> <p><i>What is stir frying?</i></p>	<p>CONSTRUCTION: ELECTRICAL SYSTEMS</p> <p>Brief: To design and make a toy that would engage a young child, incorporating an electrical system.</p> <p><i>What is an electrical engineer?</i></p> <p><i>Who was Nikola Tesla and what did he design?</i></p> <p><i>How is a simple circuit created?</i></p> <p><i>What is a switch and what is its purpose?</i></p> <p><i>What kind of toys incorporate electrical systems?</i></p>	<p>TEXTILES</p> <p>Brief: To design and make a phone case which could be sold to benefit a charity.</p> <p><i>Which designers have designed products to make money for charity?</i></p> <p><i>What is meant by 'ethical' when talking about textile/fashion design?</i></p> <p><i>What is back stitch?</i></p> <p><i>What is a seam allowance and why is it important?</i></p> <p><i>What is 'turning out' and how does it improve the look of a product?</i></p>	<p>FOOD TECHNOLOGY</p> <p>Brief: To design and make an Egyptian dish for Year 6 pupils to enjoy at an end of year BBQ.</p> <p><i>What is Aish Baladi and how is it made?</i></p> <p><i>What is a kebab?</i></p> <p><i>What is a kofta?</i></p> <p><i>What is cross contamination and what steps can we take to avoid it?</i></p> <p><i>How can we check the internal temperature of meat and why is this important when cooking?</i></p>

<p>RESEARCH SKILLS</p>	<ul style="list-style-type: none"> Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design. 	<ul style="list-style-type: none"> Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design. 	<ul style="list-style-type: none"> Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design Explore a range of materials/skills to determine which are most appropriate for the task. Use their findings to inform design decisions. 	<ul style="list-style-type: none"> Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design Explore a range of materials/skills to determine which are most appropriate for the task. Use their findings to inform design decisions. 	<ul style="list-style-type: none"> Learn about how key events and individuals in design and technology have helped shape the world. Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. Explore a range of materials/skills to determine which are most appropriate for the task. Use their findings to inform design decisions. 	<ul style="list-style-type: none"> Learn about how key events and individuals in design and technology have helped shape the world. Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. Explore a range of materials/skills to determine which are most appropriate for the task. Use their findings to inform design decisions. 	<ul style="list-style-type: none"> Learn about how key events and individuals in design and technology have helped shape the world. Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. Explore a range of materials/skills to determine which are most appropriate for the task. Use their findings to inform design decisions. 	<ul style="list-style-type: none"> Learn about how key events and individuals in design and technology have helped shape the world. Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users. Explore a range of materials/skills to determine which are most appropriate for the task. Use their findings to inform design decisions.
<p>DESIGN SKILLS</p>	<ul style="list-style-type: none"> Talk about what they intend to make before they start. Design their product by drawing a simple picture. 	<ul style="list-style-type: none"> Talk about what they intend to make before they start. Design their product by drawing a simple picture. Say what materials and tools they will use. 	<ul style="list-style-type: none"> Talk about what they want to make, in relation to the design brief and their research. Draw a simple picture of their product and add some words, e.g. its parts/materials. Choose the materials/ingredients/tools they will use, from a limited selection. Write down some of the materials/ingredients/tools they will need, using a word bank to help them. <p>Food and cookery</p> <ul style="list-style-type: none"> Understand the basic principles of a healthy and varied diet and that they are designing a healthy dish. Create a basic recipe, using drawings. 	<ul style="list-style-type: none"> Talk about what they want to make, in relation to the design brief and their research. Draw a labelled picture of their product, which may include parts, components, materials. Choose the materials/ingredients/tools they will use, from a selection. Write a list of the materials/ingredients/tools they will need. <p>Food and cookery</p> <ul style="list-style-type: none"> Understand that the basic principles of a healthy and varied diet feature within their design. Create a basic recipe, using drawings and labels. 	<ul style="list-style-type: none"> Use their research to develop some of their own design criteria. Draw a fully labelled sketch/diagram of their product, including some measurements. Indicate where a mechanism will go and briefly explain how it will function. Choose the materials/ingredients/tools they will use, based on their suitability for the task. List the materials/ingredients/tools they will need. Order the main stages of making. <p>Food and cookery</p> <ul style="list-style-type: none"> Use the principles of a healthy and varied diet to help inform their design decisions. Create/adapt a recipe, including some 	<ul style="list-style-type: none"> Use their research to develop some of their own design criteria. Draw a fully labelled sketch/diagram of their product, including some measurements. Indicate where electrical components will go and briefly explain how they will function. Choose the materials/ingredients/tools they will use, based on their suitability for the task. List the materials/ingredients/tools they will need. Order the main stages of making. Use computer-aided design. <p>Food and cookery</p> <ul style="list-style-type: none"> Use the principles of a healthy and varied diet 	<ul style="list-style-type: none"> Use their research to develop their own design criteria. Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections. Create a cross-sectional design. Indicate where/how materials will be joined in order to create a stable structure. Choose the materials/ingredients/tools they will use, based on their suitability for the task. List the materials/ingredients/tools they will need. Write (brief) instructions for how they intend to make their product. <p>Food and cookery</p>	<ul style="list-style-type: none"> Use their research to develop their own design criteria. Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections. Create an exploded diagram. Indicate where/how materials will be joined in order to create a stable structure. Indicate where electrical components will go and explain how they will function. Explain how computer programming will control the product. Indicate where mechanisms will go and explain how they will function Choose the materials/ingredients/tools they will use,

					<p>weight/volume measurements.</p>	<p>to help inform their design decisions.</p> <ul style="list-style-type: none"> • Understand seasonality and locality of food and use this knowledge when designing their product. • Create/adapt a recipe, including some weight/volume measurements and cooking method. 	<ul style="list-style-type: none"> • Independently apply the principles of a healthy and varied diet to inform their design decisions. • Apply their knowledge of seasonality and locality of food to inform their design decisions. • Create/adapt a recipe, including weight/volume measurements and cooking method/times. • Plan how the food will be presented/served to others. 	<p>based on their suitability for the task, including sourcing their own materials where appropriate.</p> <ul style="list-style-type: none"> • List the materials/ingredients/tools they will need. • Write (brief) instructions for how they intend to make their product. <p>Food and cookery</p> <ul style="list-style-type: none"> • Independently apply the principles of a healthy and varied diet to inform their design decisions. • Apply their knowledge of seasonality and locality of food to inform their design decisions. • Create/adapt a recipe, including weight/volume measurements and cooking method/times. • Plan how the food will be presented/served to others.
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<p>MAKING SKILLS</p> <p>CONSTRUCTION</p>	<ul style="list-style-type: none"> • Cut and fold paper safely. • Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying. • Test their product to see if it works. 	<ul style="list-style-type: none"> • Cut paper and other materials safely and with some attention to accuracy. • Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying. • Test their product to see if it works. 	<ul style="list-style-type: none"> • Mark materials before cutting. • Cut paper and other materials safely and with some accuracy. • Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying. • Use simple components, such as split pins. • Create a basic mechanism (lever/slider). • Test their product as they work. • Experiment with ways to make a structure stiffer/more stable as they work. 	<ul style="list-style-type: none"> • Mark materials before cutting and sometimes measure. • Cut paper and other materials safely and with increasing accuracy. • Begin to choose the most effective joining methods for the task/materials. • Test their product as they work, to see if it meets the requirements of the intended user. • Apply their knowledge of materials to make a structure stiffer/ more stable as they work. 	<ul style="list-style-type: none"> • Measure and mark materials before cutting. • Cut materials accurately, using appropriate tools. • Join a range of materials using a variety of methods, usually choosing the method most suited to the task. • Test their product as they work, making informed adjustments to ensure their product meets the design criteria. • Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. • Create a working mechanism (levers and linkages) and incorporate it into their product. • Pay attention to the finishing of their product. 	<ul style="list-style-type: none"> • Measure and mark materials before cutting. • Cut materials accurately, using appropriate tools. • Score and fold paper/card accurately. • Join a range of materials using a variety of methods, usually choosing the method most suited to the task. • Test their product as they work, making informed adjustments to ensure their product meets the design criteria. • Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. • Create a basic electrical circuit and incorporate it into their product. • Pay attention to the finishing of their product. 	<ul style="list-style-type: none"> • Measure and mark materials with increased accuracy, before cutting. • Cut materials accurately, using appropriate tools. • Join a range of materials using a variety of suitable methods. • Test their product as they work, making informed adjustments and sometimes anticipating problems. • Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work – e.g. triangulation. • Create a polished and well-finished product. 	<ul style="list-style-type: none"> • Measure and mark materials with increased accuracy, before cutting. • Cut materials accurately, using appropriate tools. • Join a range of materials using a variety of suitable methods. • Test their product as they work, making informed adjustments and striving to address any anticipated problems. • Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. • Create a working mechanism and incorporate it into their product. • Create a basic electrical circuit and incorporate it into their product. • Programme a computer to control their product. • Create a polished and well-finished product.
<p>MAKING SKILLS</p> <p>TEXTILES</p>	<p>Not covered.</p>	<p>Not covered</p>	<p>Not covered.</p>	<ul style="list-style-type: none"> • Cutting fabric carefully. • Learning sewing basics – threading a needle, knotting your thread, finishing off. • Sewing using running stitch, attempting to produce neat, equal stitches • Creating a design on fabric using applique. 	<ul style="list-style-type: none"> • Making/using a paper pattern (front and back pieces). • Cutting fabric with increasing accuracy. • Sewing basics – threading a needle, knotting your thread, finishing off. • Sewing using running stitch and whip stitch. 	<p>Not covered.</p>	<ul style="list-style-type: none"> • Making/using a paper pattern (front and back pieces). • Including a seam allowance. • Cutting fabric accurately. • Sewing basics – threading a needle, knotting your thread, finishing off. 	<p>Not covered.</p>

					<ul style="list-style-type: none"> • Sewing on simple components – buttons/sequins/ribbon • Using stuffing 		<ul style="list-style-type: none"> • Sewing neatly using running stitch and back stitch. • Turning out so stitching is hidden. • Creating designs on fabric using applique/pens/ paint. • Incorporating a fastening component – button/zip/press stud. 	
<p>MAKING SKILLS</p> <p>FOOD</p>	<ul style="list-style-type: none"> • Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; • Chop fruit using a knife and chopping board. 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; • Chop fruit using a knife and chopping board. • Blend ingredients using a blender and pour into a cup. 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; cleaning surfaces before and after preparing food. • Use a knife and chopping board safely. • Crack eggs, whisk a batter. • Fry a pancake with adult support. • Serve food in an appealing way. • Clean/wash up after themselves. 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food. • Use a knife and chopping board to neatly chop a variety of ingredients. • Use a spoon to add condiments. • Carefully roll up their wrap. • Serve food in an appealing way. • Clean/wash up after themselves. 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food. • Use appropriate tools to peel, chop, slice, grate and mix ingredients. • Make a simple sauce. • Create a dish by stir-frying. • Serve food in an appealing way. • Clean/wash up after themselves 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food. • Use appropriate tools to peel, chop, slice, grate and mix ingredients. • Knead and roll out dough. • Cook the product in the oven, ensuring it is fully cooked. • Serve food in an appealing way. • Clean/wash up after themselves 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food. • Use appropriate tools to peel, chop, slice, grate and mix ingredients. • Cook food in the oven and/or on a stove top, ensuring it is fully cooked. • Serve food in an appealing way. • Clean/wash up after themselves 	<ul style="list-style-type: none"> • Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food. • Use appropriate tools to peel, chop, slice, grate and mix ingredients. • Cook food in the oven and on a bbq, using a meat thermometer to ensure it is fully cooked. • Serve food in an appealing way. • Clean/wash up after themselves
<p>EVALUATION SKILLS</p>	<ul style="list-style-type: none"> • Talk about their finished product. • Say what they like about it. • Is there any way they could make it even better? 	<ul style="list-style-type: none"> • .Talk about their finished product. • Say what they like about it. • Begin to talk about any parts they are less happy with or any things they found difficult. • Is there any way they could make it even better? 	<ul style="list-style-type: none"> • Describe what went well and which aspects of their product they are pleased with. • Describe anything that didn't work as well and any changes they had to make. • Discuss whether they think their intended user will like/did like the product and why. <p>(Can be done verbally or written).</p>	<ul style="list-style-type: none"> • Describe what went well and which aspects of their product they are pleased with. • Describe anything that didn't work as well and any changes they had to make. • Discuss what the intended user might think about the product. • Suggest how their product could be improved. 	<ul style="list-style-type: none"> • Identify and discuss the strengths of their product. • Identify any areas for development/ improvements that could be made. • Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? • Take part in peer evaluation, giving and 	<ul style="list-style-type: none"> • Identify and discuss the strengths of their product. • Identify any areas for development/ improvements that could be made. • Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? • Take part in peer evaluation, giving and 	<ul style="list-style-type: none"> • Identify and discuss the strengths of their product. • Identify any areas for development/ improvements that could be made. • Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? • Take part in peer evaluation, giving and 	<ul style="list-style-type: none"> • Identify and discuss the strengths of their product. • Identify any areas for development/ improvements that could be made. • Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? • Take part in peer evaluation, giving and

					receiving feedback from fellow pupils.	receiving feedback from fellow pupils.	receiving feedback from fellow pupils.	receiving feedback from fellow pupils.
Subject Specific Vocabulary KEY WORDS	<p>Please note the definitions of these key words which need to be <u>understood in the specific context of primary Design and Technology, across all year groups.</u></p> <p>design 1. plan to do something with a <u>specific purpose in mind</u> 2. do a drawing of something before making it</p> <p>designer 1. a person who creates a plan for something they want to make 2. also focus on 'designer' as a job title/career, e.g. 'fashion designer'</p> <p>technology using our knowledge of Science and Maths to help us make useful things</p> <p>product an outcome piece <u>with a function/that does something - not necessarily a thing which can be sold</u></p> <p>brief the initial instructions that tell us what we need to do in our project</p> <p>user the person who we are designing our product for, whose needs/wants must be taken into account</p>							
Subject-Specific Vocabulary	Nursery	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	design	design designer	designer brief product	brief product user	product user technology	consumer modification (previous subject vocab will need referencing)	technique production (previous subject vocab will need referencing)	innovation application (previous subject vocab will need referencing)
Content-Specific Vocabulary	Autumn CONSTRUCTION materials card join	Autumn CONSTRUCTION materials tools cut	Autumn CONSTRUCTION moving picture mechanism lever slider pivot	Autumn CONSTRUCTION engineer hull float buoyant water-proof	Autumn TEXTILES Kawaii pattern piece whip stitch stuffing component	Autumn CONSTRUCTION net score graphic design shelf-appeal computer-aided design (CAD)	Autumn FOOD spices tortillas tacos street food cross-contamination	Autumn CONSTRUCTION friction gravity mechanical engineer angle gradient
	Spring CONSTRUCTION handle join test	Spring CONSTRUCTION measure saw join	Spring FOOD recipe crêpe Scotch pancake batter whisk	Spring TEXTILES textile designer needle thread running stitch applique	Spring CONSTRUCTION mechanism lever linkage fixed pivot loose pivot	Spring FOOD pizza dough knead locality pizzaiolo	Spring CONSTRUCTION greenhouse frame structure triangulation reinforce agricultural engineering	Spring CONSTRUCTION circuit monitor control program electrical engineer

	Summer FOOD	Summer FOOD	Summer CONSTRUCTION	Summer FOOD	Summer FOOD	Summer CONSTRUCTION	Summer TEXTILES	Summer FOOD
	healthy chop peel	ingredients blend equipment	construct structure support stable engineer	chef food hygiene balanced nutritious world foods	staple food wok stir fry noodles slice	battery circuit switch bulb electrical engineer	back stitch seam allowance turn out fashion designer ethical product	flatbread Aish Baladi kofta kebab internal temperature

OVERVIEW OF PROJECT TYPES ACROSS SCHOOL								
	NURSERY	UFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	CONSTRUCTION	CONSTRUCTION	CONSTRUCTION	CONSTRUCTION	TEXTILES	CONSTRUCTION	FOOD TECHNOLOGY	CONSTRUCTION
			MECHANICS	SHELL STRUCTURES		SHELL STRUCTURES		MECHANICS
SPRING	CONSTRUCTION	CONSTRUCTION	FOOD TECHNOLOGY	TEXTILES	CONSTRUCTION	FOOD TECHNOLOGY	CONSTRUCTION	CONSTRUCTION
	SHELL STRUCTURES	FRAME STRUCTURES			MECHANICS		FRAME STRUCTURES	ELECTRICAL SYSTEMS
SUMMER	FOOD TECHNOLOGY	FOOD TECHNOLOGY	CONSTRUCTION	FOOD TECHNOLOGY	FOOD TECHNOLOGY	CONSTRUCTION	TEXTILES	FOOD TECHNOLOGY
			FRAME STRUCTURES			ELECTRICAL SYSTEMS		FOOD TECHNOLOGY