



Luckington Community School

Skills and Knowledge Progression

Design Technology

Intent: to ensure that all children are innovative, forward-thinking and can plan and reflect effectively.

Area of Study							
	Designing		Making				
	Generation of ideas	Material Selection	Structures	Food	Mechanisms	Reflecting and Evaluating	Knowledge
Year Group	Skills	Skills	Skills	Skills	Skills	Skills	Thought each unit of study
EYFS	ELG: To participate in small group, class and one to one discussions offering their own ideas using recently introduced vocabulary.	ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations explaining the processes they have used.	Understand how key events and individuals in design and technology have helped shape the world
1	To generate ideas and recognise characteristics of familiar products. To use pictures and words to describe what he/she wants to do. To explore and evaluate a range of existing products	To choose materials and explain why they are being used.	To select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. To build structures, exploring how they can be made stronger, stiffer and more stable.	To cut food safely	To use levers and slides	To say what they like and dislike about their product.	To understand how key events and individuals in design and technology have helped shape the world
2	To generate, develop, model and communicate ideas through talking, drawing, templates and ICT.	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	To build structures, exploring how they can be made stronger, stiffer and more stable. To join materials together as part of a moving structure	To understand the need for a variety of food in a diet. To group familiar food groups e.g. Fruit and vegetables. To measure and weigh food items - using informal methods.	To explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products	To say what they like and dislike about their product and how they could improve it.	To understand how key events and individuals in design and technology have helped shape the world
3	To generate, develop, model and communicate ideas through talking, drawing, templates and ICT.	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	To build structures, exploring how they can be made stronger, stiffer and more stable. To strengthen frames using diagonal struts To use equipment and tools accurately	To say what to do to be hygienic To and safe. To begin to be able to read and understand food labels. To measure and weigh ingredients appropriately.	To explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products	To record what they like and dislike about their product and record future improvements.	To understand how key events and individuals in design and technology have helped shape the world
4	To generate alternative plans and expound on the good points and drawbacks of his/her original design. To investigate similar products to the one to be made to give starting points for a design.	To 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.	To select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately.	To understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. To understand seasonality and know how a variety of ingredients are	To understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages	To consider how the finished product might be improved and how well it meets the needs of the user	To understand how key events and individuals in design and technology have helped shape the world

			To Join and combine materials and components accurately in temporary and permanent ways.	grown, reared, caught and processed to make them safe and palatable / tasty to eat. To Read and follow a simple recipe.			
5	To 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. To create prototypes to show his/her ideas	To 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	To use tools and materials precisely. . To apply his/her understanding of how to strengthen, stiffen and reinforce more complex structure.	To know appropriate portion sizes and the importance of not skipping meals, including breakfast. To understand some of the basic processes to get food from farm to plate. To taste a range of ingredients and food items to develop a food vocabulary when designing.	To understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors	To evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work	To understand how key events and individuals in design and technology have helped shape the world
6	To use market research to inform plans. To generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		To cut and join with accuracy to ensure a high quality finish to his/her product. To construct products using different joining techniques.	To understand the main food groups and the different nutrients that are important for health. To use information on food labels to inform choices. To join and combine ingredients appropriately e.g. Beating, rubbing in.	To apply his/her understanding of computing to program, monitor and control his/her product	To make modifications to the original design as he/she proceeds	To understand how key events and individuals in design and technology have helped shape the world