

DT: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

FOUNDATION

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>Design</u> 1. Select appropriate resources and materials to use. 2. Construct with a purpose in mind. 3. Represent their own ideas, thoughts and feelings		
<u>Make</u> 1. Use a variety of natural and man-made resources. 2. Master reasonable scissor control effectively and safely to cut and use techniques (paper in one hand, scissors in the other). 3. Use malleable materials (e.g. play dough) and construction (e.g. Lego and blocks) safely with increasing control..		
<u>Evaluate</u> 1. Adapt work when necessary.		
<u>Technical knowledge</u> 1. Look at different attachment methods e.g. paper clips, glue, tape. 2. Select tools and techniques needed to shape, assemble and join materials being used.		
<u>Cooking and nutrition</u> 1. Talk about ways to keep healthy and safe.		

YEAR 1 & 2

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>Design</u> 1. Explore a range of existing products. 2. Discuss ideas. 3. Design purposeful, functional appealing products <u>for themselves.</u> 4. Draw and label simple designs. 5. Follow and refine plans as necessary. 1. Explore a range of existing products. 2. Discuss ideas. 3. Design purposeful, functional appealing products for <u>other users.</u> 4. Draw and label simple designs. 5. Follow and refine plans as necessary. 6. Create group or individual mock-ups.		
<u>Make</u> 1. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. 2. Use a needle and thread safely and effectively. 1. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. 2. Use levers, sliders, wheels and axles to make a product that moves. Can be covered over two projects. 3. Say why they have chosen moving parts.		
<u>Evaluate</u> 1. Evaluate and compare against existing textile products. 2. Test and evaluate final product - is it fit for purpose? 3. Reflect back on design criteria. 4. Suggest improvements. 5. Use peer assessment to improve their work.		
<u>Technical knowledge</u> 1. Use and store equipment such as needles safely. 2. Follow a set of instructions in order to learn a new skill such as sewing. 3. Children will learn stitch names. 1. Build structures, exploring how they can be made stronger, stiffer and more stable. 2. Explore and use mechanisms as above. Input – What do you do to make it work? Push? Process – How does your product work? The wheel turns on the axel. Output – what happens? The car moves.		

<u>Cooking and nutrition</u> a) Use the principles of a healthy and varied diet to prepare dishes. b) Understand where food comes from. c) Food production from farm to fork. Where does your food come from?		
<u>Key vocabulary</u> User Textile Product Stitch User Function Features Aesthetics Components Resilience Input Process Output Mechanism		

YEAR 3 & 4

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>Design</u> 1. Consider function, aesthetics, user needs. 2. Create <u>multiple</u> designs. 3. Research key events and individuals. 4. Use market research to inform plans. 5. Follow a brief for a target audience. 6. Follow and refine plans as necessary. 7. Describe their design using an accurately labelled sketch. 8. Consider culture and society in designs. 9. Choose textiles both for their appearance and properties. 1. Follow brief for predominantly savoury dishes for a specific event, individual or group. 2. Consider culture and society e.g. fair trade 3. Use market research to inform dishes. 4. Follow and refine plans as necessary. 5. Justify and explain plans through discussion and annotations		
<u>Make</u> 1. Select appropriate equipment e.g. needles, knitting needles, crochet hooks and materials for the task. 2. Change the way they are working if needed. 3. Join textiles of different types in different ways. 1. Select appropriate ingredients. 2. Select and use basic hand-held and other kitchen equipment safely. 3. Consider a range of cooking techniques e.g. weighing and measuring, stirring and kneading. 4. Understand and follow food hygiene rules when preparing food e.g. how to store, prepare and cook.		
<u>Evaluate</u> 1. Test and evaluate final product - is it fit for purpose? 2. Reflect back on design criteria. 3. Suggest improvements. 4. Use peer assessment to improve their work. 1. Test and evaluate final product - is it fit for purpose? 2. Suggest improvements. 3. Use peer assessment to improve their product.		
<u>Technical knowledge</u> 1. Apply the understanding of how to strengthen and reinforce. 2. Use and store equipment such as needles safely. 3. Follow a set of instructions in order to learn a new skill such as crochet.		

1. Be familiar with the principles of a healthy and varied diet e.g. The Eatwell Guide. 2. Show some understanding of seasonality, knowing where and how a variety of ingredients are grown, reared, caught and processed. 3. Be aware of dietary needs of others e.g. allergies, intolerance or religious beliefs.		
<u>Key vocabulary</u> Target market User Client Function Features Aesthetics Components Resilience Stitch Textile Material Target market Nutrition Hygiene Allergy Intolerance Diet		

YEAR 5 & 6

The key things we want children to know/be able to do	Cycle A	Cycle B
Design 1. Consider function, aesthetics, user needs. 2. Create <u>multiple</u> designs. 3. Research key events and individuals. 4. Use market research to inform plans. 5. Follow a brief for a target audience. 6. Draw their own designs, neatly with colour. 7. Follow and refine plans as necessary. 8. Justify and explain plans through discussion and annotations. 9. Consider culture and society in designs. 1. Consider function, aesthetics, user needs. 2. Create <u>multiple</u> designs. 3. Research key events and individuals. 4. Use market research to inform plans. 5. Follow a brief for a target audience. 6. Sketch circuit plans. 7. Follow and refine plans as necessary. 8. Justify and explain plans through discussion and annotations. 9. Consider culture and society in designs.		
Make 1. Make and develop one idea to fit the brief. 2. Use a ruler to measure in cm and mm. 3. Use junior saws and hand drills. 4. Use a file and sandpaper to finish. 5. Select appropriate materials. 6. Change the way they are working if needed. 1. Select appropriate equipment and materials for the task. 2. Change the way they are working if needed. 3. Incorporate an electrical element to the product.		
Evaluate 1. Test and evaluate the final product - is it fit for purpose? 2. Reflect back on design criteria. 3. Suggest improvements. 4. Use peer assessment to improve their work. 5. Consider how your work compares to key events and individuals researched. 1. Test and evaluate final product - is it fit for purpose? 2. Reflect back on design criteria. 3. Suggest improvements. 4. Use peer assessment to improve their work.		

5. Consider how your work compares to key events and individuals researched.		
<u>Technical knowledge</u> 1. Understand how to strengthen, stiffen and reinforce structures. 2. Understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages. 3. Input – What do you do to make it work? Push, pull? 4. Process – The mechanism that makes the output happen such as a handle which makes a cog turn. 5. Output – what happens? Do wheels spin? 6. Consider categories and properties of materials used e.g. wood – what type? Pine? Oak? Manmade? 1. Understand and use electrical systems in their products for example, switches, bulbs, buzzers and motors. 2. Input – What do you do to make it work? Flick a switch? 3. Process – How does your circuit connect to make the product work? 4. Output – what happens? Does a light come on? 5. Apply their understanding of computing to program, monitor and control their products.		
<u>Key vocabulary</u> Target market User Client Function Features Aesthetics Components Resilience Input Process Output See science curriculum for electrical vocabulary.		