

Design Technology Intent: At Aston and Cote primary, children will experience a Design and Technology curriculum developed to utilise and inspire creative and practical thinking, through designing and making a product for a specific purpose, and continually improving technical knowledge and progressively growing skills and talents. This will include learning and practicing new methods to create, adapt and improve their products, in keeping with the "Design cycle" of investigating, planning, creating, and evaluating.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic							
National	ELG: Share	Build and	Build and	Use research and	Use research and	Use research and	Use research and
Curriculu	their	apply a	apply a	develop design criteria	develop design	develop design	develop design
	creations,	repertoire of	repertoire of	to inform the design of	criteria to inform the	criteria to inform the	criteria to inform the
m _.	explaining	knowledge,	knowledge,	innovative, functional,	design of innovative,	design of innovative,	design of innovative,
Objective	the process	understanding	understanding	appealing products that	functional, appealing	functional, appealing	functional, appealing
	they have	and skills in	and skills in	are fit for purpose,	products that are fit	products that are fit	products that are fit
	used.	order to	order to	aimed at particular	for purpose, aimed at	for purpose, aimed at	for purpose, aimed at
	Safely use	design and	design and	individuals or groups.	particular individuals	particular individuals	particular individuals
	and explore	make,	make, high	Generate, develop,	or groups.	or groups.	or groups.
	a variety of	prototypes	quality	model and communicate	Generate, develop,	Generate, develop,	Generate, develop,
	materials,	and products	prototypes	their ideas through	model and	model and	model and
	tools and	for a wide	and products	discussion, annotated	communicate their	communicate their	communicate their
	techniques,	range of	for a wide	sketches, cross-	ideas through	ideas through	ideas through
	experimentin	users.	range of	sectional and exploded	discussion, annotated	discussion, annotated	discussion, annotated
	g with	Develop the	users.	diagrams, prototypes,	sketches, cross-	sketches, cross-	sketches, cross-
	colour,	creative,	Develop the	pattern and computer-	sectional and	sectional and	sectional and
	design,	technical and	creative,	aided design.	exploded diagrams,	exploded diagrams,	exploded diagrams,
	texture,	practical	technical and	Understand and apply	prototypes, pattern	prototypes, pattern	prototypes, pattern
	form and	expertise	practical	the principles of a	and computer-aided	and computer-aided	and computer-aided
	function.	needed to	expertise	healthy and varied diet.	design.	design.	design.
		perform	needed to	Understand	Understand and apply	Understand and apply	Understand and apply
		everyday	perform	seasonality, and know	the principles of a	the principles of a	the principles of a
		tasks	everyday	where and how a	healthy and varied	healthy and varied	healthy and varied
		confidently	tasks	variety of ingredients	diet.	diet.	diet.
		and to	confidently	, ,			

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	particip		are grown, reared,	Understand	Understand	Understand
	success		caught and processed.	seasonality, and know	seasonality, and know	seasonality, and know
	an	successfully in	1	where and how a	where and how a	where and how a
	increasi	J ,		variety of ingredients	variety of ingredients	variety of ingredients
	technol	ogical increasingly		are grown, reared,	are grown, reared,	are grown, reared,
	world.	technological		caught and processed.	caught and processed.	caught and processed.
	Unders:	tand world.				
	where f	ood Use the basic				
	comes f	rom principles of a				
	Use the	basic healthy and				
	principle	es of a varied diet to				
	healthy	and prepare				
	varied o	' '				
	prepare	:				
	dishes.					
Sticky	To know	that To know that	To know that the	To know that the	To know that the	To know that the
Knowledge	the des	ign of the design of	design of a product	design of a product	design of a product	design of a product
Knowledge	a produ		must fit its purpose.	must fit its purpose.	must fit its purpose.	must fit its purpose.
/	must fi	•	To know who the "user"	To know who the	To know who the	To know who the
Retrieval	purpose	. purpose.	of the product is.	"user" of the product	"user" of the product	"user" of the product
	To know	' '	To know how to record	is.	is.	is.
	to reco	rd the "user" of	ideas (using words and	To know how to	To know how to	To know how to
	ideas (u	-	sketches).	record ideas (using	record ideas (using	record ideas (using
	words a	J ,	To know that a plan is	words and sketches).	words and sketches).	words and sketches).
	sketche		more than an idea, but	To know that a plan is	To know that a plan is	To know that a plan is
	To know	,	is actually what must	more than an idea,	more than an idea,	more than an idea,
	a plan is		be followed to create	but is actually what	but is actually what	but is actually what
	than an	, ,	the product	must be followed to	must be followed to	must be followed to
	but is a		To use accurate	create the product.	create the product.	create the product.
	what mu		planning and	To use accurate	To use accurate	To use accurate
	followed		presentation	planning and	planning and	planning and
	create	·	techniques (for	presentation	presentation	presentation
	product			techniques (for	techniques (for	techniques (for
	To unde	,	squared paper)	example using rulers,	example using rulers,	example using rulers,
			squarea paper)	squared paper).	squared paper).	squared paper).
	that acc	curacy Tollowed To		squarea paper).	squarea paper).	squarea paper).



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in a	a plan is	create the	To refer to existing	To refer to existing	To refer to existing	To refer to existing
imp	oortant.	product.	products as examples	products as examples	products as examples	products as examples
То	refer to	To use	of a type of design	of a type of design.	of a type of design.	of a type of design.
exis	sting	accurate	To know how to change	To know how to	To know how to	To know how to
pro	ducts as	planning and	and develop a design	change and develop a	change and develop a	change and develop a
exo	amples of a	presentation	throughout the	design throughout the	design throughout the	design throughout the
typ	e of	techniques	planning stages	planning stages.	planning stages.	planning stages.
des	sign.	(for example	To know how to create	To know how to	To know how to	To know how to
То	know what	using rulers,	simple designs using	create simple designs	create simple designs	create designs using
foo	ods are	squared	TinkerCad (CadCam	using TinkerCad	using TinkerCad	TinkerCad (CadCam
hea	althy.	paper).	software)	(CadCam software).	(CadCam software).	software).
То	know the	To refer to	To know the properties	To know the	To know the	To know the
haz	zards in a	existing	of simple 3D shapes.	properties of simple	properties of simple	properties of simple
kita	chen.	products as	To know what a cross-	3D shapes.	3D shapes.	3D shapes.
		examples of a	section is.	To know what a cross-	To know what a cross-	To know what a cross-
		type of design	To know how to label	section is.	section is.	section is.
		To know how	and annotate plans.	To know how to label	To know how to label	To know how to label
		to change and	To know what foods	and annotate plans.	and annotate plans.	and annotate plans.
		develop a	are healthy.	To know what foods	To draw accurate	To draw accurate
		design	To know the hazards in	are healthy.	plans and models	plans and models
		throughout	a kitchen.	To know the hazards	using scales	using scales
		the planning	To know what hygiene	in a kitchen.	comparable to the	comparable to the
		stages.	is.	To know what hygiene	actual product.	actual product.
		To know what		is.	To use accurate	To use accurate
		foods are			measuring techniques	measuring techniques
		healthy.			to draw accurate	to draw accurate
		To know that			plans.	plans.
		hazards in a			To know how to label	To know how to label
		kitchen.			and annotate plans.	and annotate plans.
		To know what			To know what foods	To know what foods
		hygiene is.			are healthy.	are healthy.
					To know the hazards	To know the hazards
					in a kitchen.	in a kitchen.
					To know what hygiene	To know what hygiene
					is.	is.



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Skill	Draw on their	Generate	Generate ideas for an	Generate ideas,	Generate ideas	Communicate their
	own	ideas by	item, considering its	considering the	through	ideas through
	experience to	drawing on	purpose and the user/s.	purposes for which	brainstorming and	detailed labelled
	help generate	their own and	Identify a purpose and	they are designing.	identify a purpose for	drawings. Develop a
	ideas. Suggest	other people's	establish criteria for a	Make labelled	their product. Draw	design specification.
	ideas and	experiences.	successful product.	drawings from	up a specification for	Explore, develop, and
	explain what	Develop their	Plan the order of their	different views	their design. Develop	communicate aspects
	they are going	design ideas	work before starting.	showing specific	a clear idea of what	of their design
	to do.	through	Explore, develop and	features. Develop a	must be done,	proposals by
	Identify a	discussion,	communicate design	clear idea of what has	planning how to use	modelling their ideas
	target group	observation,	proposals by modelling	to be done, planning	materials, equipment	in a variety of ways.
	for what they	drawing and	ideas. Make drawings	how to use materials,	and processes, and	Plan the order of
	intend to	modelling.	with labels when	equipment and	suggesting alternative	their work, choosing
	design and	Identify a	designing. Begin to	processes, and	methods of making if	appropriate materials,
	make. Model	purpose for	engage in problem	suggesting alternative	the first attempts	tools and techniques.
	their ideas in	what they	solving activities to	methods of making, if	fail. Use results of	Use results of
	card and	intend to	assist the design	the first attempts	investigations,	investigations,
	paper. Develop	design and	process and foresee	fail. Evaluate	information sources,	information sources,
	their design	make.	problems.	products and identify	including ICT when	including ICT when
	ideas applying	Identify	Begin to work	criteria that can be	developing design	developing design
	findings from	simple design	collaboratively on	used for their own	ideas.	ideas
	their earlier	criteria. Make	designs, communicating	designs. Engage in	To use CAD to design	To use CAD to design
	research	simple	simple ideas to a group.	problem-solving	simple products using	complex products
		drawings and	Use technical language	activities to assist	3D design software.	using 3D design
		label parts. To	as appropriate.	the design process	Engage in more	software. Engage in
		be able to		and foresee problems.	complex problem-	more complex
		communicate		Begin to work	solving activities to	problem-solving
		ideas through		collaboratively on	assist the design	activities to assist
		use of key		designs,	process and foresee	the design process
		vocabulary.		communicating ideas	problems. Work	and foresee problems.
				to a group. Use	collaboratively on	Work collaboratively
					designs,	on designs,

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substant				ls, equipment, mater food)			
Substant		Purpose, product, ideas Healthy ingredients	Evaluate, User, Purpose, Ideas, design, criteria, product, function Healthy ingredients	innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing aesthetic Healthy Ingredients Hygiene	draft, planning, annotated sketch, appealing, aesthetic drawing, model, label, innovative, evaluate Healthy Ingredients Hygiene	authentic user purpose design specification design brief innovative research evaluate Appealing, aesthetic criteria annotate evaluate mock-up prototype scaled Computer aided design Healthy Ingredients Hygiene	user purpose design brief design specification prototype annotated sketch purpose user innovation research functional mock-up prototype blueprint plans scale Computer aided design Appealing, aesthetic Healthy Ingredients Hygiene
'ocabular	Picture, drawing, use, plan	Planning, investigating design, user	Investigating, Planning, Design,	User, purpose, design, model, annotated, sketch, functional,	design brief, criteria, user, research, purpose, function,	complex ideas to a group. Use technical language and terminology as appropriate. Design decisions functionality	complex ideas to a group. Use technical language and terminology as appropriate. function innovative design specification design brief
					technical language as	communicating more	communicating more



Topic							
National	ELG: Use a	Select from	Select from	Select from and use a	Select from and use a	Select from and use a	Select from and use a
Curriculu	range of	and use a	and use a	wider range of tools	wider range of tools	wider range of tools	wider range of tools
	small tools,	range of tools	range of tools	and equipment to	and equipment to	and equipment to	and equipment to
m	including	and equipment	and equipment	perform practical	perform practical	perform practical	perform practical
Objective	scissors,	to perform	to perform	tasks [for example,	tasks [for example,	tasks [for example,	tasks [for example,
	paintbrushes	practical	practical	cutting, shaping, joining	cutting, shaping,	cutting, shaping,	cutting, shaping,
	and cutlery.	tasks [for	tasks [for	and finishing],	joining and finishing],	joining and finishing],	joining and finishing],
	Safely use	example,	example,	accurately Select from	accurately Select	accurately Select	accurately Select
	and explore	cutting,	cutting,	and use a wider range	from and use a wider	from and use a wider	from and use a wider
	a variety of	shaping,	shaping,	of materials and	range of materials	range of materials	range of materials
	materials,	joining and	joining and	components, including	and components,	and components,	and components,
	tools and	finishing]	finishing]	construction materials,	including construction	including construction	including construction
	techniques,	Select from	Select from	textiles and	materials, textiles	materials, textiles	materials, textiles
	experimentin	and use a wide	and use a wide	ingredients, according	and ingredients,	and ingredients,	and ingredients,
	g with	range of	range of	to their functional	according to their	according to their	according to their
	colour,	materials and	materials and	properties and	functional properties	functional properties	functional properties
	design,	components,	components,	aesthetic qualities.	and aesthetic	and aesthetic	and aesthetic
	texture,	including	including	Apply their	qualities.	qualities.	qualities.
	form and	construction	construction	understanding of how	Apply their	Apply their	Apply their
	function.	materials,	materials,	to strengthen, stiffen	understanding of how	understanding of how	understanding of how
		textiles and	textiles and	and reinforce more	to strengthen,	to strengthen,	to strengthen,
		ingredients,	ingredients,	complex structures	stiffen and reinforce	stiffen and reinforce	stiffen and reinforce
		according to	according to	Understand and use	more complex	more complex	more complex
		their	their	mechanical systems in	structures	structures	structures
		characteristic	characteristic	their products [for	Understand and use	Understand and use	Understand and use
		S.	S.	example, gears, pulleys,	mechanical systems in	mechanical systems in	mechanical systems in
		Build	Build	cams, levers and	their products [for	their products [for	their products [for
		structures,	structures,	linkages] Understand	example, gears,	example, gears,	example, gears,
		exploring how	exploring how	and use electrical	pulleys, cams, levers	pulleys, cams, levers	pulleys, cams, levers
		they can be	they can be	systems in their	and linkages] Understand and use	and linkages]	and linkages] Understand and use
		made	made	products [for example,		Understand and use	
		stronger,	stronger,	series circuits	electrical systems in	electrical systems in	electrical systems in
		stiffer and	stiffer and	incorporating switches,	their products [for	their products [for	their products [for
		more stable	more stable		example, series	example, series	example, series

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	Explore and	Explore and	bulbs, buzzers and	circuits incorporating	circuits incorporating	circuits incorporating
	use	use	motors]	switches, bulbs,	switches, bulbs,	switches, bulbs,
	mechanisms	mechanisms	Apply their	buzzers and motors]	buzzers and motors]	buzzers and motors]
	[for example,	[for example,	understanding of	Apply their	Apply their	Apply their
	levers,	levers,	computing to program,	understanding of	understanding of	understanding of
	sliders,	sliders,	monitor and control	computing to	computing to	computing to
	wheels and	wheels and	their products.	program, monitor and	program, monitor and	program, monitor and
	axles], in	axles], in	Prepare and cook a	control their	control their	control their
	their	their	variety of	products.	products.	products.
	products.	products.	predominantly savoury	Prepare and cook a	Prepare and cook a	Prepare and cook a
	Use the basic	Use the basic	dishes using a range of	variety of	variety of	variety of
	principles of a	principles of a	cooking techniques.	predominantly	predominantly	predominantly
	healthy and	healthy and		savoury dishes using a	savoury dishes using a	savoury dishes using a
	varied diet to	varied diet to		range of cooking	range of cooking	range of cooking
	prepare	prepare		techniques.	techniques.	techniques.
	dishes.	dishes.				
Sticky	To know the	To know the	To know the names of	To know the names of	To know the names of	To know the names of
Knowledge	names of	names of	specific tools and what	specific tools and	specific tools and	specific tools and
/	specific tools	specific tools	their appropriate use	what their	what their	what their
/ Dataissal	and what	and what	is.	appropriate use is.	appropriate use is.	appropriate use is.
Retrieval	their	their	To know the types of	To know the types of	To know the types of	To know the types of
	appropriate	appropriate	materials and their	materials and their	materials and their	materials and their
	use is.	use is.	qualities (e.g strength,	qualities (e.g	qualities (e.g	qualities (e.g
	To know the	To know the	flexibility).	strength, flexibility).	strength, flexibility).	strength, flexibility).
	types of	types of	To know the risks of	To know the risks of	To know the risks of	To know the risks of
	materials and	materials and	using certain tools and	using certain tools	using certain tools	using certain tools
	their qualities	their qualities	equipment.	and equipment.	and equipment.	and equipment.
	(e.g strength,	(e.g strength,	To know how to	To know how to	To know how to	To know how to
	flexibility).	flexibility).	measure accurately.	measure accurately.	measure accurately.	measure accurately.
	To know the	To know the	To know what the risks	To know what the	To know what the	To know what the
	risks of using	risks of using	inherent in working	risks inherent in	risks inherent in	risks inherent in
	certain tools	certain tools	with food are (e.g	working with food are	working with food are	working with food are
			hygiene, freshness).			

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and	and	To be able to	(e.g hygiene,	(e.g hygiene,	(e.g hygiene,
equipment.	equipment.	demonstrate safe	freshness).	freshness).	freshness).
To know how	To know how	handling of tools and	To be able to	To be able to	To be able to
to measure	to measure	equipment to others.	demonstrate safe	demonstrate safe	demonstrate safe
accurately.	accurately.	To be able to name	handling of tools and	handling of tools and	handling of tools and
To know what	To know what	some of the different	equipment to others.	equipment to others.	equipment to others.
the risks	the risks	types of joins/joints	To be able to name	To be able to name	To be able to name
inherent in	inherent in	(stitches, dowels) used	some of the different	some of the different	some of the different
working with	working with	to fix objects and	types of joins/joints	types of joins/joints	types of joins/joints
food are (e.g	food are (e.g	materials.	(stitches, dowels)	(stitches, dowels)	(stitches, dowels)
hygiene,	hygiene,	Know the strengths and	used to fix objects	used to fix objects	used to fix objects
freshness).	freshness).	weaknesses of a	and materials.	and materials.	and materials.
To be able to	To be able to	finished product.	Know the strengths	Know the strengths	Know the strengths
demonstrate	demonstrate		and weaknesses of a	and weaknesses of a	and weaknesses of a
safe handling	safe handling		finished product.	finished product.	finished product.
of tools and	of tools and		To know how pulleys	To know how pulleys	To know how pulleys
equipment to	equipment to		and cams work.	and cams work.	and cams work.
others.	others.		To know how circuits	To know how circuits	To know how circuits
	To be able to		work to send power to	work to send power to	work to send power to
	name some of		buzzers, lights and	buzzers, lights and	buzzers, lights and
	the different		motors.	motors.	motors.
	types of			To know how to use	To know how to use
	joins/joints			weighing scales.	weighing scales.
	(stitches,			To know how to	To know how to
	dowels) used			convert units of	convert units of
	to fix objects			measurement.	measurement.
	and materials.				To know some of the
					misconceptions
					inherent in cooking.
					To know what food
					needs to be cooked
					and what can be eaten
					raw/barely cooked.
					To know how ovens
					work (including

						temperature and
						timers).
Skill	Make their	Begin to	Select tools and	Select appropriate	Select appropriate	Select appropriate
	design using	select tools	techniques for making	tools and techniques	materials, tools and	tools, materials,
	simple	and materials;	their product. Develop	for making their	techniques. Develop	components and
	techniques.	use vocab' to	proficiency with tools.	product. Develop	proficiency with	techniques. Develop
	With help	name and	Measure, mark out, cut,	proficiency with	tools.	proficiency with
	measure, mark	describe	score and assemble	tools. Measure, mark	Measure and mark out	tools. Assemble
	out, cut and	them.	components with more	out, cut and shape a	accurately.	components make
	shape a range	Measure, cut	accuracy. Work safely	range of materials,	Use skills in using	working models. Use
	of materials.	and score with	and accurately with a	using appropriate	different tools and	tools safely and
	Use tools eg	some	range of simple tools.	tools, equipment and	equipment safely and	accurately. Construct
	scissors and a	accuracy.	Think about their ideas	techniques. Join and	accurately.	products using
	hole punch	Use hand	as they make progress	combine materials and	Weigh and measure	permanent joining
	safely.	tools safely	and be willing change	components	accurately (time, dry	techniques. Make
	Assemble, join	and	things if this helps	accurately in	ingredients, liquids).	modifications as they
	and combine	appropriately.	them improve their	temporary and	Apply the rules for	go along. Pin, sew and
	materials and	Assemble, join	work.	permanent ways. Sew	basic food hygiene	stitch materials
	components	and combine	Measure, tape or pin,	using a range of	and other safe	together create a
	together using	materials in	cut and join fabric with	different stitches,	practices e.g. hazards	product. Achieve a
	a variety of	order to make	some accuracy.	weave and knit.	relating to the use of	quality product.
	temporary	a product.	Demonstrate hygienic	Measure, tape or pin,	ovens.	Apply the rules for
	methods e.g.	Cut, shape and	food preparation and	cut and join fabric	Cut and join with	basic food hygiene
	glues or	join fabric to	storage.	with some accuracy.	accuracy to ensure a	and other safe
	masking tape.	make a simple	Use finishing	Use simple graphical	good-quality finish to	practices e.g. hazards
	Select and	garment. Use	techniques strengthen	communication	the product.	relating to the use of
	use	basic sewing	and improve the	techniques.	Demonstrate an	ovens.
	appropriate	techniques.	appearance of their	Demonstrate hygienic	awareness of safety	Demonstrate an
	fruit and	Follow safe	product using a range	food preparation and	for pupil and peers.	awareness of safety
	vegetables,	procedures	of equipment including	storage.	Work collaboratively	for pupil and peers.
	processes and	for food	ICT.	Demonstrate an	in pairs or groups to	Work collaboratively
	tools.	safety and	Demonstrate an	awareness of safety	work efficiently.	in pairs or groups to
	Use basic	hygiene.	awareness of safety	for pupil and peers.	Name materials and	work efficiently.
	food handling,	Choose and	for pupil and peers.		ingredients and	Name materials and
	hygienic	use			explain some of their	ingredients and

		practices and	appropriate	Name materials and	Work collaboratively	features/characteris	explain some of their
		personal	finishing	ingredients and explain	in pairs or groups to	tic and how this would	features/characteris
		hygiene.	techniques.	some of their	work efficiently.	apply to using them.	tic and how this would
		Use simple	Demonstrate	features/characteristi	Follow and begin to	Follow and give	apply to using them.
		finishing	an awareness	CS.	give simple	instructions.	Follow and give
		techniques to	of safety.	Follow instructions.	instructions.		instructions.
		improve the	Name		Name materials and		
		appearance of	materials and		ingredients and		
		their product.	ingredients		explain some of their		
		Demonstrate	and begin to		features/characteris		
		an awareness	describe their		tic and how this would		
		of safety.	characteristic		apply to using them.		
		Name	S.				
		materials and	Begin to				
		ingredients.	follow simple				
			instructions.				
Vocabular	Experiment,	make	Make	user	design criteria	design decisions	function
у	change,	user	Evaluate	purpose	innovative	functionality	innovative
'	tools,	purpose	User	design criteria	prototype	authentic	design
	materials,	product	Purpose	model	user	user	specification
	use.	model	Ideas	prototype	purpose	innovative	design brief
		design	design	functional	function	purpose	user
		criteria	criteria	innovative	prototype	design	purpose
		materials	product	appealing	appealing	specification	design brief
		tools	function	strength	materials	Joint, flange,	design
		cutting	materials	structure	strength	tab, brace, slot	specification
		mechanis	strength	materials	structure	design brief	Joint, flange,
		m	tools	join	support	design criteria	tab, brace, slot
		stable	cutting	tools	Joint, flange,	mock-up	prototype
		names of	mechanis	cutting	tab, brace, slot	prototype	purpose
		equipment	m	mechanism	attach	materials	user
		and	Stable	Stable	tools	strengthen	innovation
		utensils	Joint,	Joint, flange, tab,	cutting	support	functional
		hygiene	flange,	brace, slot names	measurement	structure	materials
		freshness	tab,		fabric	flexibility	mock-up

 $[\]sim$ Aspiring to be the people God created us to be by growing the talents He gave us \sim

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brace,	of equipment and	wood	tools	prototype
slot	utensils	plastic	cutting	strengthen
names of	slicing	pulleys	attach	support
equipment	boiling	cams	tools	structure
and	frying	linkages	cutting	flexibility
utensils	baking	gears	measurement	tools
hygiene	temperature	circuit	fabric	cutting
freshness	hygiene	mechanism	wood	attach
	freshness	stable	plastic	tools
		efficient	pulleys	cutting
		names of	cams	measurement
		equipment and	linkages	fabric
		utensils	gears	wood
		hygiene	circuit	plastic
		freshness	mechanism	pulleys
		slicing	stable	cams
		boiling	efficient	linkages
		frying	names of	gears
		baking	equipment and	circuit
		temperature	utensils	mechanism
		remperarare	hygiene	stable
			freshness	efficient
			slicing	names of
			boiling	equipment and
			frying	utensils
			baking	hygiene
			_	freshness
			temperature	
				slicing
				boiling
				frying
				baking
				temperature
				cubes



Substantive Concept/ Strand- Evaluating processes and products								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Topic								
National Curriculu m Objective	ELG: Share their creations, explaining the process they have used.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	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.	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.	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.	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.	
Sticky Knowledge / Retrieval	To know what the purpose of a design is and how this can be achieved.	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others.	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	

			to the original	evaluate their	evaluate their	evaluate their	evaluate their
			design	effectiveness.	effectiveness.	effectiveness.	effectiveness.
			purpose.				
Skill	Use language	Compare their	Compare their	Research and find	Research and find	Research and find	Research and find
	to explain	ideas to those	ideas to those	important components,	important	important	important
	what they	existing,	existing,	identify what makes	components, identify	components, identify	components, identify
	have tried to	identify	identify	things work and how	what makes things	what makes things	what makes things
	achieve and	important	important	good/bad these are	work and how	work and how	work and how
	how.	components	components	achieved. Evaluate	good/bad these are	good/bad these are	good/bad these are
		and how good	and how good	designs based on the	achieved. Identify	achieved. Research	achieved. Research
		or bad they	or bad they	original criteria, begin	components that can	how DT products have	how DT products have
		are.	are. Use	to suggest	be improved and how	been used for	been used for
		Use design	design	improvements.	they could work	practical purposes	practical purposes
		language	language	Use more appropriate	better. Use more	and how this has	and how this has
		terms more	terms with	design language when	appropriate design	affected the world.	affected the world.
		readily.	increasing	evaluating processes	language when	Identify components	Identify components
			accuracy.	and products.	evaluating processes	that can be improved	that can be improved
					and products and	and how they could	and how they could
					begin to express	work better. Use	work better.
					preferences for	appropriate design	Use appropriate
					methods, materials	language when	design language when
					and finished	evaluating processes	evaluating processes
					products.	and products and	and products and
					Reflect on the	express preferences	express preferences
					success and	for methods,	for methods,
					challenges of a design	materials and finished	materials and finished
					project.	products. Reflect on	products. Reflect on
						the success and	the success and
						challenges of a design	challenges of a design
						project with	project with
						increasing complexity	increasing complexity
						and detail.	and detail.
Vocabular	Make, draw	Review	Review	Evaluate	Evaluate	Evaluate	Evaluate
У	Experiment,	make	Make	user	design criteria	design decisions	prototype
•	change,	user	Evaluate	purpose	innovative	functionality	strengthen

tools,	purpose	User	design criteria	prototype	authentic	support
materials	, product	Purpose	model	user	user	structure
use.	model	Ideas	prototype	purpose	innovative	flexibility
	design	design	functional	function	purpose	tools
	criteria	criteria	innovative	prototype	design	cutting
	materials	product	appealing	appealing	specification	joint
	tools	function	strength	materials	design brief	attach
	cutting	materials	structure	strength	design criteria	tools
	mechanis	strength	materials	structure	mock-up	cutting
	m	tools	join	support	prototype	measurement
	stable	cutting	tools	joint	materials	fabric
	names of	mechanis	cutting	attach	strengthen	wood
	equipment	m	mechanism	tools	support	plastic
	and	stable	stable	cutting	structure	pulleys
	utensils	names of	names of	measurement	flexibility	cams
	hygiene	equipment	equipment and	fabric	tools	linkages
	freshness	and	utensils	wood	cutting	gears
		utensils	slicing	plastic	joint	circuit
		hygiene	boiling	pulleys	attach	mechanism
		freshness	frying	cams	tools	stable
			baking	linkages	cutting	efficient
			temperature	gears	measurement	names of
			hygiene	circuit	fabric	equipment and
			freshness	mechanism	wood	utensils
				stable	plastic	hygiene
				efficient	pulleys	freshness
				names of	cams	slicing
				equipment and	linkages	boiling
				utensils	gears	frying
				hygiene	circuit	baking
				freshness	mechanism	temperature
				slicing	stable	cubes
				boiling	efficient	
				frying		
				baking		

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