Our Lady of Lourdes Skills Progression Map – Design and Technology

What is our Curriculum Intent for this subject?

Live: *Design and Technology is an inspiring and practical subject requiring precision and meticulous attention to detail. At Our Lady of Lourdes, we enable children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and successfully.*

Love: *It is our intention for children at Our Lady of Lourdes School to develop an interest and love of design and technology through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.*

Learn: *D&T skills are taught progressively to ensure that all children can learn and practice in order to develop as they move through the school. To design and make a product, children are encouraged and taught to combine their designing and making skills with knowledge and understanding learned in other subjects, particularly Maths, Science, Computing and Art. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.*

Cohort	Autumn	Spring	Summer
	Background Research Exploring context and existing products	**Design Criteria** Understanding their intended users and their own product	**Planning** Communicating ideas and creating prototypes for product
Year 1	Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product	Explain what product they will be designing and making Explain who their product will be used by Describe what their product will be used for	Discuss what their steps for making could be Represent ideas through talking and drawing
Year 1 GD	*Begin to express an opinion about the product design.*	*Begin to use own experiences and existing products to develop ideas*	*Begin to choose materials to use based on suitability of their properties*

	Background Research Exploring context and existing products	**Design Criteria** Understanding their intended users and their own product	**Planning** Communicating ideas and creating prototypes for product
Year 2	Understand what a product is and who it is for Understand how a product works and how it is used identify where you might find this product Identify the materials used to make the product Express an opinion about the product design	Use own experiences and existing products to develop ideas Explain what product they will be designing and making Explain who their product will be used by Describe what their product will be used for and how it will work Explain why their product is suitable for the intended use	Discuss what their steps for making could be Represent ideas through talking, drawing and computing – (where appropriate) Choose materials to use based on suitability of their properties Create templates/pattern pieces and explore materials whilst developing ideas
Year 2 GD	*Brain Builders: Start simple research facts about famous inventors/ chefs / designers etc linked to product*	*Begin to understand and gather information about what a particular group or people want from a product*	*Order the main stages of making*

	Background Research Exploring context and existing products	**Design Criteria** Understanding their intended users and their own product	**Planning** Communicating ideas and creating prototypes for product
Year 3	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from Evaluate the product on design and use Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product	Brain Builders: Understand and gather information about what a particular group or people want from a product Describe the purpose of their product and how it will work Identify design features that will appeal to intended users Explain how parts of their product works Generate realistic ideas that meet needs of user	Share and discuss ideas with others Order the main stages of making Choose materials to use based on suitability of their properties Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes
Year 3 GD	*Use research to explore and understand how well products have been designed, made, what materials have been used and the construction techniques*	*Use annotated sketches, cross-sectional drawings and exploded diagrams (labelled) to develop and communicate their ideas*	*Explain their choice of materials and components according to functional properties and aesthetic qualities*

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Year 4 GD	*Carry out research, using surveys, interviews, questionnaires and web based resources to gather information about needs and wants of particular individuals and groups*	*Make design decisions that take account of the availability of resources, constraints such as time and cost*	*Explain their choice of tools and equipment in relation to the skills and techniques they will be using*

	Background Research Exploring context and existing products	**Design Criteria** Understanding their intended users and their own product	**Planning** Communicating ideas and creating prototypes for product
Year 5	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from and how environmentally friendly the materials are Evaluate the product on design, appearance and use Identify the cost to make the product Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product	Brain Builders: Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc Describe the purpose of their product Identify design features that will appeal to intended users Explain how parts of their product will work Develop their own design criteria and use for planning ideas Generate innovative ideas that meet needs of user and take into account availability of resources	Share and discuss ideas with others Record a step by step plan for making Produce lists for the tools, equipment and materials they will be using Choose materials to use based on suitability of their properties and aesthetic qualities Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes
Year 5 GD	*Carry out research, using surveys, interviews, questionnaires and web based resources to gather information about needs, wants, preferences and values of particular individuals and groups*	*Highlight the impact of time, resources and cost within their design ideas*	*Select from and use an extensive range of materials and components according to both functional and aesthetic qualities. E.g. textiles, mechanical, construction kits, electrical and food ingredients*

	Background Research Exploring context and existing products	**Design Criteria** Understanding their intended users and their own product	**Planning** Communicating ideas and creating prototypes for product
Year 6	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from and how environmentally friendly the materials are Evaluate the product on design, appearance and use Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the time, trend setting Brain Builders: Research facts about famous inventors/ chefs / designers etc linked to product	Brain Builders: Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc Describe the purpose of their product Identify design features that will appeal to intended users Explain how parts of their product will work Create a design description for their product Highlight the impact of time, resources and cost within their design ideas Generate innovative ideas that meet needs of user	Share and discuss ideas with others Record a step by step plan for making Produce lists for the tools, equipment and materials they will be using Choose materials to use based on suitability of their properties and aesthetic qualities Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) Create pattern pieces and prototypes
Year 6 GD	*work confidently within a range of relevant domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, food, energy, agriculture and fashion*	*decide which design criteria clash and determine which should take priority*	*produce costings using spreadsheets for products they design and make*

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Cohort	Autumn	Spring	Summer
	Making Selecting the tools and applying the practical skills and techniques	**Evaluation** Referring to planning and initial ideas in evaluating their product	**Technical Knowledge** Making products work
Year 1	Across KS1: Use materials - construction materials and kits, textiles, food and mechanical components Choose suitable tools for making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components Join, assemble and combine materials and components	Talk about their design ideas and what they have made Make simple judgements of how the product met their design ideas	Across KS1 pupils should know: about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable that a 3-D textiles product can be assembled from two identical fabric shapes that food ingredients should be combined according to their sensory characteristics begin to the correct technical vocabulary for the projects they are undertaking
Year 1 GD	*Begin to use finishing techniques, including skills learnt in Art.*	*Begin to consider how their product could be improved*	*Begin to know how to use learning from science to help design and make products that work*

	Making Selecting the tools and applying the practical skills and techniques	**Evaluation** Referring to planning and initial ideas in evaluating their product	**Technical Knowledge** Making products work
Year 2	Across KS1: Use materials - construction materials and kits, textiles, food and mechanical components Choose suitable tools for making whilst explaining why they should be used Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components Join, assemble and combine materials and components Use finishing techniques, including skills learnt in Art	Talk about their design ideas and what they have made Make simple judgements of how the product met their design ideas Suggest how their product could be improved	Across KS1 pupils should know: about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable that a 3-D textiles product can be assembled from two identical fabric shapes that food ingredients should be combined according to their sensory characteristics the correct technical vocabulary for the projects they are undertaking
Year 2 GD	*Use finishing techniques, including skills learnt in Art with some accuracy*	*Consider the views of others, including intended user, whilst evaluating product*	*Begin to know how to use learning from science and mathematics to help design and make products that work*

	Making Selecting the tools and applying the practical skills and techniques	**Evaluation** Referring to planning and initial ideas in evaluating their product	**Technical Knowledge** Making products work
Year 3	Across KS2: Use materials - construction materials and kits, textiles, food, mechanical and electrical components Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components with some accuracy Join, assemble and combine materials and components with some accuracy Use finishing techniques, including skills learnt in Art with some accuracy	Use design criteria to evaluate product – identifying both strengths and areas for development Consider the views of others, including intended user, whilst evaluating product	Across KS2 pupils should know: how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking **In early KS2** pupils should also know: how mechanical systems such as levers and linkages or pneumatic systems create movement how simple electrical circuits and components can be used to create functional products how to program a computer to control their products how to make strong, stiff shell structures that a single fabric shape can be used to make a 3D textiles product that food ingredients can be fresh, pre-cooked and processed
Year 3 GD	*Use techniques that involve a number of steps.*	*Use knowledge of similarities and differences between products with the same function to support identification of most effective product.*	*Attach a fixed axle to a chassis and add wheels ensuring that they can move freely.*

	Making Selecting the tools and applying the practical skills and techniques	**Evaluation** Referring to planning and initial ideas in evaluating their product	**Technical Knowledge** Making products work
Year 4	Across KS2: Use materials - construction materials and kits, textiles, food, mechanical and electrical components Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components with some accuracy Join, assemble, and combine materials and components with some accuracy Use finishing techniques, including skills learnt in Art with some accuracy	Use design criteria to evaluate product – identifying both strengths and areas for development Consider the views of others, including intended user, whilst evaluating product	Across KS2 pupils should know: how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking **In early KS2** pupils should also know: how mechanical systems such as levers and linkages or pneumatic systems create movement how simple electrical circuits and components can be used to create functional products how to program a computer to control their products how to make strong, stiff shell structures that a single fabric shape can be used to make a 3D textiles product that food ingredients can be fresh, pre-cooked and processed
Year 4 GD	*Use resourcefulness when tackling practical problems.*	*Identify from a range the key features and functions needed to create an effective and efficient working product*.	*Identify, describe and evaluate products that contain pulleys and drive belts.* *Create pulleys and drive systems.*

	Making Selecting the tools and applying the practical skills and techniques	**Evaluation** Referring to planning and initial ideas in evaluating their product	**Technical Knowledge** Making products work
Year 5	Across KS2: Use materials - construction materials and kits, textiles, food, mechanical and electrical components Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components accurately Join, assemble and combine materials and components accurately Demonstrate problem solving skills when encountering a mistake or practical problem Use finishing techniques, including skills learnt in Art accurately	Use design criteria to evaluate product – identifying both strengths and areas for development Consider the views of others, including intended user, whilst evaluating product	Across KS2 pupils should know: how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking **In late KS2** pupils should also know: how mechanical systems such as cams or pulleys or gears create movement how more complex electrical circuits and components can be used to create functional products how to program a computer to monitor changes in the environment and control their products how to reinforce and strengthen a 3D framework that a 3D textiles product can be made from a combination of fabric shapes that a recipe can be adapted by adding or substituting one or more ingredient
Year 5 GD	*Accurately assembles, joins and combines a range of materials and components using the most effective permanent and temporary way.*	*Investigate and use analysis of existing products to inform own work.*	*Explore and describe how switches can be used in a range of circuits to control components, e.g. lights in a lighthouse, a movement sensor in a burglar alarm*

	Making Selecting the tools and applying the practical skills and techniques	**Evaluation** Referring to planning and initial ideas in evaluating their product	**Technical Knowledge** Making products work
Year 6	Across KS2: Use materials- construction materials and kits, textiles, food, mechanical and electrical components Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components accurately Join, assemble and combine materials and components accurately Demonstrate problem solving skills when encountering a mistake or practical problem Use finishing techniques that involve a number of steps, including skills learnt in Art accurately	Use design criteria to evaluate product – looking at quality of end product and design and whether it is fit for its intended purpose Consider the views of others, including intended user, whilst evaluating product	Across KS2 pupils should know: how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking **In late KS2** pupils should also know: how mechanical systems such as cams or pulleys or gears create movement how more complex electrical circuits and components can be used to create functional products how to program a computer to monitor changes in the environment and control their products how to reinforce and strengthen a 3D framework that a 3D textiles product can be made from a combination of fabric shapes that a recipe can be adapted by adding or substituting one or more ingredient
Year 6 GD	*produce ordered sequences and schedules for manufacturing products they design, detailing resources required*	*Begin to investigate and analyse: products through disassembly to determine how they are constructed and function*	*Begin to use simple electronic circuits incorporating inputs and outputs*

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Cohort	Autumn	Spring	Summer
	Teaching cooking and nutrition Understanding food and food preparation	**Teaching cooking and nutrition** Food preparation, cooking and nutrition	**Speaking and writing like a designer and maker.**
Year 1	**Across KS1** Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown	**Across KS1**: Sort foods into the 5 groups using The Eatwell Plate Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely without a heat source Use cooking techniques such as: cutting, peeling and grating	**Across KS1** Appearance Axle Balanced Boil Chassis Design Equipment Evaluation Flexible Function Hinge Ingredient Investigation Join Knead Landscape Layering Machine Malleable Modelling Opaque Plan Portrait Rigid Running stitch Stable Structure Technology Template Textile Texture Transparent Weaving Work plan
Year 1 GD	*Begin to develop and understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries*	*Begin to widen and use a variety of cooking techniques such as: cutting, peeling, grating, chopping and slicing*	*Begin to extend core vocabulary (See Across KS2 vocabulary list)*

	Teaching cooking and nutrition Understanding food and food preparation	**Teaching cooking and nutrition** Food preparation, cooking and nutrition	**Speaking and writing like a designer and maker.**
Year 2	**Across KS1** Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown	**Across KS1**: Sort foods into the 5 groups using The Eatwell Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely without a heat source Use cooking techniques such as: cutting, peeling and grating	**Across KS1** Appearance Axle Balanced Boil Chassis Design Equipment Evaluation Flexible Function Hinge Ingredient Investigation Join Knead Landscape Layering Machine Malleable Modelling Opaque Plan Portrait Rigid Running stitch Stable Structure Technology Template Textile Texture Transparent Weaving Work plan
Year 2 GD	*Show an awareness that food is **grown** (such as tomatoes, wheat, and potatoes) **reared** (pigs, chicken and cattle, and **caught** (fish)in the UK, Europe and the wider world.*	*Continue to widen and use a variety of cooking techniques such as: cutting, peeling, grating, chopping, slicing, mixing, spreading, kneading and baking.*	*Begin to extend core vocabulary (See Across KS2 vocabulary list)*

	Teaching cooking and nutrition Understanding food and food preparation	**Teaching cooking and nutrition** Food preparation, cooking and nutrition	**Speaking and writing like a designer and maker.**
Year 3	**Lower KS2** Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce	**Lower KS2** Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink are needed to provide energy for a healthy and active lifestyle Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely, where needed with a heat source Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking	**Lower KS2** Adhesive Annotated Back stitch Bolt Brittle Bulb Circuit Components Control Dismantle Dowel Framework Glaze Hygienic Input Laminate Lever Linear Mechanism Motion Motor Net Output Parallel Pivot Preparation Process Product Questionnaire Research Style Survey Three-dimensional Timber Translucent Two-dimensional Winch
Year 3 GD	*Become familiar with some of the processes that foods go through to preserve them/ make them more appealing.*	*Understand how to prepare and cook a variety of predominantly savoury dishes including experience of using a heat source.*	*Begin to extend core vocabulary (See Upper KS2 vocabulary list)*
	Teaching cooking and nutrition	**Teaching cooking and nutrition**	**Speaking and writing like a designer**

	Understanding food and food preparation	Food preparation, cooking and nutrition	**and maker.**
Year 4	**Lower KS2** Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce	**Lower KS2** Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink are needed to provide energy for a healthy and active lifestyle Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely, where needed with a heat source Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking	**Lower KS2** Adhesive Annotated Back stitch Bolt Brittle Bulb Circuit Components Control Dismantle Dowel Framework Glaze Hygienic Input Laminate Lever Linear Mechanism Motion Motor Net Output Parallel Pivot Preparation Process Product Questionnaire Research Style Survey Three-dimensional Timber Translucent Two-dimensional Winch
Year 4 GD	*Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health*	*Evaluate a meal and consider if they contribute towards a balanced diet*	*Continue to extend core vocabulary (See Upper KS2 vocabulary list)*
	Teaching cooking and nutrition	**Teaching cooking and nutrition**	**Speaking and writing like a designer**

	Understanding food and food preparation	Food preparation, cooking and nutrition	**and maker.**
Year 5	**Upper KS2:** Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely, where needed with a heat source Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking	**Upper KS2** Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that the seasons can affect food produce Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De - feathering a chicken) Understand that recipes can be adapted to change the appearance, taste and aroma of a dish	**Upper KS2** Abrasive Aesthetics Applique Blanket Stitch Cam Cog Compression Crank Cross-section Disassembly Engineering Ergonomics Hydraulics Insulation Linkage Market research Mock up Modify Oscillate Performance Primary Source Proportion Prototype Pulley Scoring Secondary Source Spacer Specification Storyboard System Tension Triangulation
Year 5 GD	*Plan a healthy and affordable diet*	*Explain how ingredients were reared, grown or caught*	*Be familiar and use all of Upper KS2 core vocabulary*
	Teaching cooking and nutrition	**Teaching cooking and nutrition**	**Speaking and writing like a designer**

	Understanding food and food preparation	Food preparation, cooking and nutrition	**and maker.**
Year 6	**Upper KS2:** Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely, where needed with a heat source Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking	**Upper KS2** Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that the seasons can affect food produce Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De - feathering a chicken) Understand that recipes can be adapted to change the appearance, taste and aroma of a dish	**Upper KS2** Abrasive Aesthetics Applique Blanket Stitch Cam Cog Compression Crank Cross-section Disassembly Engineering Ergonomics Hydraulics Insulation Linkage Market research Mock up Modify Oscillate Performance Primary Source Proportion Prototype Pulley Scoring Secondary Source Spacer Specification Storyboard System Tension Triangulation
Year 6 GD	*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]*	*Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]*	