Design Technology

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others • Understand and apply the principles of nutrition and learn how to cook.

DT skills will be taught as an integrated part of a theme based curriculum, with skills being applied in relation to each class' current topic.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	**Generation of ideas**	Create a design to meet simple design criteria.	Generate and communicate their ideas through a range of different methods.	Develop design criteria to inform a design.	Use annotated sketches and exploded diagrams to test and communicate their ideas.	Use pattern pieces and computer-aided design packages to design a product.	Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.
	Use of ICT	Use design software to create a simple plan for a design.	Use design software to create a simple labelled design or plan.	Write a program to make something move on a tablet or computer screen.	Write a program to control a physical device, such as a light, speaker or buzzer.	Link a physical device to a computer or tablet so that it can be controlled (such as changing motor speed or turning an LED on and off) by a program.	Use a sensor to monitor an environmental variable, such as temperature, sound or light.
	Structures	Construct simple structures, models or other products using a range of materials.	Explore how a structure can be made stronger, stiffer and more stable.	Create shell or frame structures using diagonal struts to strengthen them.	Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them. A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials.	Build a framework using a range of materials to support mechanisms.	Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.
Investigation	**Investigation**	Select the appropriate tool for a simple practical task.	Select the appropriate tool for a task and explain their choice.	Use tools safely for cutting and joining materials and components.	Select, name and use tools with adult supervision.	Name and select increasingly appropriate tools for a task and use them safely.	Select appropriate tools for a task and use them safely and precisely.
	Evaluation	Talk about their own and each other's work, identifying strengths or weaknesses and offering support.	Explain how closely their finished products meet their design criteria and say what they could do better in the future.	Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.	Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.	Test and evaluate products against a detailed design specification and make adaptations as they develop the product.	Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.
Nature	**Food preparation and cooking**	Measure and weigh food items using non-standard measures, such as spoons and cups. or pencils laid end to end.	Prepare ingredients by peeling, grating, chopping and slicing. Some ingredients need to be prepared before they can be cooked or eaten.	Prepare and cook a simple savoury dish.	Identify and use a range of cooking techniques to prepare a simple meal.	Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.	Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.
	Nutrition	Select healthy ingredients for a fruit or vegetable salad.	Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.	Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).	Design a healthy snack or packed lunch and explain why it is healthy.	Evaluate meals and consider if they contribute towards a balanced diet.	Plan a healthy weekly diet, justifying why each meal contributes towards a balanced diet.
	Origins of food	Sort foods into groups by whether they are from an animal or plant source.	Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).	Identify and name foods that are produced in different places. T	Identify and name foods that are produced in different places in the UK and beyond.	Describe what seasonality means and explain some of the reasons why it is beneficial.	Explain how organic produce is grown.
Materials	**Materials for Purpose**	Select and use a range of materials, beginning to explain their choices.	Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.	Plan which materials will be needed for a task and explain why.	Choose from a range of materials, showing an understanding of their different characteristics.	Select and combine materials with precision.	Choose the best materials for a task, showing an understanding of their working characteristics.
Processes	**Electricity**	Identify products that use electricity to make them work and describe how to switch them on and off.	Create an operational, simple series circuit.	Incorporate a simple series circuit into a model.	Incorporate circuits that use a variety of components into models or products.	Use electrical circuits of increasing complexity in their models or products, showing an understanding of control.	Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use programming to control their products.
	Mechanisms and Movement	Use wheels and axles to make a simple moving model.	Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.	Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.	Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.	Use mechanical systems in their products, such as pneumatics and hydraulics.	Explain and use mechanical systems in their products to meet a design brief.

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Comparison	**Compare and Contrast**	Describe the similarities and differences between two products.	Compare different brands of the same product and explain their similarities and differences.	Explain the similarities and difference between the work of two designers.	Create and complete a comparison table to compare two or more products.	Survey users in a range of focus groups and compare results.	Create a detailed comparative report about two or more products or inventions.
Humankind	**Everyday products**	Name and explore a range of everyday products and describe how they are used.	Explain how an everyday product could be improved.	Explain how an existing product benefits the user.	Investigate and identify the design features of a familiar product.	Explain how the design of a product has been influenced by the culture or society in which it was designed or made.	Analyse how an invention or product has significantly changed or improved people's lives.
	Staying safe	Follow the rules to keep safe during a practical task.	Work safely and hygienically in construction and cooking activities.	Use appliances safely with adult supervision.	Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray.	Explain the functionality and purpose of safety features on a range of products.	Demonstrate how their products take into account the safety of the user.
Significance	**Significant People**	Describe why a product is important.	Explain why a designer or inventor is important.	Describe how key events in design and technology have shaped the world.	Explain how and why a significant designer or inventor shaped the world.	Describe the social influence of a significant designer or inventor.	Present a detailed account of the significance of a favourite designer or inventor.