FAIRLAWN & HASELTINE FEDERATION

Fairlawn Primary School

Design & Technology - Knowledge & Skills Progression

Intent (Aims)	All children will **design and make products** that solve **real and relevant problems** within a variety of contexts, considering their **own and others' needs, wants and values**. Through the **evaluation of past and present design and technology**, our intent is that children will develop a **critical understanding** of its impact on **daily life** and how it has helped **shape the world** we now live in.

STRUCTURES

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design		**CONSTRUCTING WINDMILLS** • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design.	**BABY BEAR'S CHAIR** • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.	**CONSTRUCTING A CASTLE** • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: - the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software.	**PAVILIONS** • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight.		**PLAYGROUNDS** • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
Make		• Making stable structures from card, tape and glue . • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles	• Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.	• Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials.	• Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding.		• Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.

		which are assembled into a main supporting structure.			• Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.		
Evaluate		• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements.	• Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.	• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	• Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.		• Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
Technical		To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is	• To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is	• To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures.	• To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.		• To know that structures can be strengthened by manipulating materials and shapes.

		something that has been made and put together	one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily				
Additional		• To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure.	• To know that natural structures are those found in nature. • To know that man-made structures are those made by people.	• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product.	• To know that a pavilion is a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.		• To understand what a 'footprint plan' is. • To understand that in the real world, design , can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea.
MECHANISMS/MECHANICAL SYSTEMS							
	EYFS	**Year 2**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Design		**FAIRGROUND WHEEL** • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel.	**MAKING A MOVING MONSTER** • Creating a class design criteria for a moving monster. • Designing a moving monster for a		**MAKING A SLING SHOT CAR** • Designing a shape that reduces air resistance. • Drawing a net to create a structure from.	**MAKING A POP UP BOOK** • Designing a pop-up book which uses a mixture of structures and mechanisms.	

			specific audience in accordance with a design criteria.		• Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.	• Naming each mechanism, input and output accurately. • Storyboarding ideas for a book.	
Make		• Selecting materials according to their characteristics. • Following a design brief.	• Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.		• Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.	• Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.	
Evaluate		• Evaluating different designs. • Testing and adapting a design.	• Evaluating own designs against design criteria. • Using peer feedback to modify a final design.		• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.	• Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement.	
Technical		• To know that different materials have different properties and are therefore suitable for different uses.	• To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working.		• To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will	• To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms.	

			• To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.		affect how it moves due to air resistance.		
Additional		• To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur.	• To know some real-life objects that contain mechanisms.		• To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. •To know that it is important to assess and evaluate design ideas and models against a list of design criteria.	• To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.	
TEXTILES							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Design		**PUPPETS** • Using a template to create a design for a puppet.					**WAISTCOATS** • Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions.
Make		• Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction.					• Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
Evaluate		• Reflecting on a finished product, explaining likes and dislikes.					• Reflecting on their work continually throughout the design, make and evaluate process.

Technical		• To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.					• To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.
Additional							

ELECTRICAL SYSTEMS (KS2 ONLY)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design					**TORCHES** • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.	**DOODLERS** • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on	

						findings from investigating existing products. • Developing design criteria that clarifies the target user.	
Make					• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.	• Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product.	
Evaluate					• Evaluating electrical products. • Testing and evaluating the success of a final product.	• Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.	
Technical					• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators	• To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a	

					are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.	series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.	
Additional					• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.	• To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.	

DIGITAL WORLD (KS2 ONLY)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design				ELECTRONIC CHARM • Problem solving by suggesting potential features on a Micro: bit and justifying my ideas. • Developing design ideas for a technology pouch. • Drawing and manipulating 2D shapes, using			NAVIGATING THE DIGITAL WORLD – Navigation tool • Writing a design brief from information submitted by a client. • Developing design criteria to fulfil the client's request. • Considering and suggesting additional

				computer-aided design, to produce a point of sale badge.			functions for my navigation tool. • Developing a product idea through annotated sketches. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD.
Make				• Using a template when cutting and assembling the pouch. • Following a list of design requirements. • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. • Applying functional features such as using foam to create soft buttons. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.			• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo). • Explaining material choices and why they were chosen as part of a product concept. • Programming an N,E, S, W cardinal compass.
Evaluate				• Analysing and evaluating an existing product. • Identifying the key features of a pouch.			• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Developing an awareness of sustainable design.

							• Identifying key industries that utilise 3D CAD modelling and explaining why. • Describing how the product concept fits the client's request and how it will benefit the customers. • Explaining the key functions in my program, including any additions. • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch. • Demonstrating a functional program as part of a product concept pitch.
Technical				• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer.			• To know that accelerometers can detect movement. • To understand that sensors can be useful in products as they mean the product can function without human input.
Additional				•To know what the 'Digital Revolution' is and features of some of the products			• To know that designers write design briefs and develop design

				that have evolved as a result. •To know that in Design and technology the term 'smart' means a programmed product. •To know the difference between analogue and digital technologies. • To understand what is meant by 'point of sale display.' • To know that CAD stands for 'Computer-aided design'.			criteria to enable them to fulfil a client's request. • To know that 'multifunctional' means an object or product has more than one function. • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.

COOKING & NUTRITION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design		**FRUIT & VEG – MAKING A SMOOTHIE** • Designing smoothie carton packaging by-hand.		**EATING SEASONALLY – MAKING A SAVOURY TART** • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.		**WHAT COULD BE HEALTHIER? - MAKING A HEALTHY BOLGNESE** • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform	

						ingredient choices.	
Make		• Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie.		• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe.		• Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe.	
Evaluate		• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's.		• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.		• Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups.	
Technical		• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground.		• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'.		• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional	

		• To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).		• To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits.		calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes.	
Additional							