Design & Technology – Progression of Knowledge							
CONCEPT DOMAIN	**EYFS** 	**YEAR 1** 	**YEAR 2** 	**YEAR 3** 	**YEAR 4** 	**YEAR 5** 	**YEAR 6** 
Design	D1 Know what they would like to do/make. D2 Know which materials can be used/are available.	D1 Know what they want to make and who the product is for based on given design criteria. D2 Know how to test out ideas.	D1 Know who the product is for and how it will work based on given design criteria. D2 Know how to make templates and mock-ups.	D1 Know how to use a given design criteria to shape my ideas (3 steps). D2 Know how to use prototypes and know how to draw and label ideas.	D1 Know how to create their own criteria to shape their ideas (3-5 steps). D2 Know how to use annotated sketches to develop and communicate ideas.	D1 Know how to decide which features will appeal to the intended users from a given list of at least 5. D2 Know how to use annotated and cross-sectional drawings to develop and communicate ideas.	D1 Know how to use at least one kind of market research and design specifications to guide their designs. D2 Know how to use annotated, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.

Make	M1 Know how to use simple tools, such as scissors, safely and confidently.	M1 Know how to cut and join materials and combine components.	M1 Know how to measure, mark out, cut and shape materials (using a template where appropriate). M2 Know which tools are needed and how to use them safely and confidently.	M1 Know how to choose the right materials and components according to their functional qualities. Know how to measure to the nearest cm. M2 Know which tools and equipment are suitable for the task.	M1 Know how to choose the right materials and components according to functional and aesthetic qualities. 2M Know which tool from a selection of the same type (up to 3) is most suitable for a given task.	M1 Know how to accurately measure (in mms), mark out, assemble and combine materials effectively. M2 Know how to justify their choice of tools selected for a given purpose.	M1 Know when it is appropriate and necessary to work with different degrees of accuracy, considering aesthetics. M2 Know how to justify their choice of tools selected for a given purpose and/or finish.
Evaluate *Ensure that this happens throughout the making process (not just for the end result).	E1 Know how and when to return and build on previous learning.	E1 Know how to talk about their design idea and say whether it worked or not.	E1 Know what they would do differently next time to meet a given criterion.	E1 Know how their final design meets their given criteria.	E1 Know how adaptations inform/influence their final products, making reference to their criteria.	E1 Know how to consider the view of others when evaluating my design/criteria.	E1 Know how to evaluate the relative merits of a range of products when considering their design specification and choices.
Technical Knowledge	TK1 Know that structures can be	TK1 Know that structures can be	TK1 Know that reinforcing 3	TK1 Know more than one	TK1 Know three different ways	TK1 Know three different ways to	TK1 Know that

	built using 3 different materials. (Duplo, wooden blocks, junk modelling) TK2 Know that mechanisms help things to move.	made more stable by changing the area of the base. (Mobilo, Lego)	materials makes the structure more stable. (Lego, Knex) Tk2 Know that mechanisms are made up of more than one part which work together to produce a change.	way to reinforce the same structure. TK2 Know that the mechanisms of levers and linkages can be used to produce a change TK3 Know that simple circuits can be used to add light to a product and how a switch can turn something on and off	to reinforce the same structure TK2 Know that more than one mechanism (levers and linkages) can be used in the same structure or model to produce a change. TK3 Know that simple circuits can be used to add sound to a product and how a switch can turn something on and off	reinforce the same structure which takes account of the materials used TK2 Know how pulleys, gears and cams work together to produce a desired change. TK3 Know how to incorporate switches to 2 elements of a circuit for a particular effect TK4 Know how to program a computer to monitor one change in the	reinforcement techniques must be adapted to structure purpose and materials used TK2 Know how to combine pulleys, gears and cams to produce a desired change, taking account of materials and structure. TK3 Know how to incorporate switches to 3 elements of a circuit for a particular effect

						environment and control their products	including a parallel circuit TK4 Know how to program a computer to monitor changes in the environment and control their products in more than one way.
Cooking and Nutrition	CN1 Know how to peel, mix and cut safely with adult support. CN2 Know 3 healthy food choices	CN1 Know how to use recommended balance of food types to create dishes using the skills of mixing, cutting, peeling chopping, mixing CN2 Know that a food product is made from a combination of ingredients.	CN2 Know how to use recommended balance of food types to create dishes using the skills of spreading, grating, creaming, kneading, CN2 Know where ingredients come from (eg plants animals, farmed, caught, grown.)	CN1 Know how to apply the principles of a healthy diet to create a range of dishes for a specific purpose CN2 Know that some people	CN1 Know how to apply the principles of a healthy diet to create a range of dishes for a specific purpose, including a variation to a recipe CN2 Know that some people choose to	CN1 Know how to apply the principles of a healthy diet to create a menu for a specific purpose CN2 Know how to justify the recipe used or created in terms of carbon	CN1 Know how to apply the principles of a healthy diet to create a menu for a specific purpose, including adaptations according to dietary needs. CN2 Know how to justify

				choose to prepare recipes which use locally sourced ingredients	prepare recipes which use humane practices e.g. free-range eggs.	footprint and seasonality of ingredients. CN3 Know how methods in which foods are grown, reared or processed impact on some people's shopping habits.	the recipe used or created in terms of carbon footprint and seasonality of ingredients, including why we are being encouraged to eat less meat. CN3 Know how methods in which foods are grown, reared or processed impact on some people's shopping habits ethically and nutritionally and how to justify own choices.