Curriculum – Design Technology

Knowledge and Skills

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills progression in DESIGN TECHNOLOGY Year Group Overview

Features

At Key Stages 1 and 2, the knowledge progression takes full account of the national curriculum's strands of:

- Designing
- Making
- Evaluating
- Using technical knowledge
- Food technology

Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained

Knowledge and Skills Progression in Design Technology– Reception Development Matters Statements

- Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
- Create collaboratively, sharing ideas, resources and skills. (EAD)
- Compose and decompose shapes so that children recognise a shape can have other shapes within it. (M)

Early Learning Goals feeding into National Curriculum – Design Technology

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
- Share their creations, explaining the process they have used. (EAD)

National Curriculum Subject Content					
Strand	**Designing**	**Making**	**Evaluating**	**Technical Knowledge**	**Food Technology**
Key Stage 1	• Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates	• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients	• Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria	• Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	• Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.
Key Stage 2	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	• 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.	• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • • Apply their understanding of computing to program, monitor and control their product	• Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed