Design Technology Curriculum Progression Map: HOLBECK (2025-26)

NC content	Foundation	Year 1
Designing *Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*	**Expressive arts and design: Creating with materials** • ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories. • Explores a variety of artistic effects to express ideas • Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling) • Models represent planned intentions • Uses previous learning to refine and develop ideas • Safely uses and explore a variety of tools, techniques and materials • Enjoys sharing their creations • Uses props and materials when role-playing characters in narratives or stories • Explains processes they have used in creations.	• use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product and make a simple plan before making
Making *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, according to their characteristics*		• use own ideas to make something • make a product which moves • choose appropriate resources and tools
Evaluating *explore and evaluate a range of existing products evaluate their ideas and products against design criteria*		• describe how something works • explain what works well and not so well in the model they have made
Technical Knowledge *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*		• make their own model stronger
Food Technology *Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from*		• cut food safely
Vocabulary	**Make, build, make, cut, glue, stick, connect, change, bake, cook, stir, crack, pour, freeze, melt, decoration/decorate.**	**Strength, structure, real life, make, build, make, cut, glue, stick, connect, bake, cook, stir, crack, pour, freeze, melt, design brief, evaluate, fixings, food hygiene, tools**

EDIB foci throughout the curriculum

Design Technology Curriculum Progression Map: SHERWOOD (2025-26)

NC content	Year 2	Year 3
2 - Designing *Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology* 3 - Designing *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*	• think of an idea and plan what to do next • explain why they have chosen specific textiles	• prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance
2 - Making *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, according to their characteristics* 3 - Making *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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	• choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure	• follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • make a product which uses both electrical and mechanical components • work accurately to measure, make cuts and make holes
2- Evaluating *explore and evaluate a range of existing products evaluate their ideas and products against design criteria* 3 - Evaluating *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*	• explain what went well with their work	• explain how to improve a finished model • know why a model has, or has not, been successful

EDIB foci throughout the curriculum

2 - Technical Knowledge *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* 3 - Technical Knowledge *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 products.*	• make a model stronger and more stable • use wheels and axles, when appropriate to do so	• know how to strengthen a product by stiffening a given part or reinforce a part of the structure • use a simple IT program within the design
2 - Food Technology *Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from* 3 - Food Technology *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*	• weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake	• describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting
Vocabulary	**Strength, wheels, axles, stable, design, adapt, weather, compare, create, tool, wheel, compare, evaluate, explore, healthy, unhealthy, balance, diet, farm, adhesive, belt, design criteria, health & safety**	**Strengthen, structure, strength, design, compare, function, develop clothing, fabric, material, technology, construct, materials, fabric sew, textiles, criteria, improve, product, develop, test, healthy, balance, mix, stir, bake, assembly, designer**

EDIB foci throughout the curriculum

Design Technology Curriculum Progression Map: LANGWITH (2025-26)

NC content	Year 4
Designing *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*	• use ideas from other people when designing (Greek buildings) • produce a plan and explain it (Italy – food) • persevere and adapt work when original ideas do not work (Italy - food) • communicate ideas in a range of ways, including by sketches and drawings which are annotated (Greek buildings)
Making *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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	• know which tools to use for a particular task and show knowledge of handling the tool (Italy – food prep & sculpture) • know which material is likely to give the best outcome (Textiles) • measure accurately (Japan – Billboards)
Evaluating *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*	• evaluate and suggest improvements for design (Textiles) • evaluate products for both their purpose and appearance (Textiles) • explain how the original design has been improved (Food/Billboards) • present a product in an interesting way (Billboards)
Technical Knowledge *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 products.*	• links scientific knowledge by using lights, switches or buzzers (Billboards) • use electrical systems to enhance the quality of the product (Billboards) • use IT, where appropriate, to add to the quality of the product (Billboards)
Food Technology *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*	• know how to be both hygienic and safe when using food (Italy – food) • bring a creative element to the food product being designed (Italy – food)
Vocabulary	**Reinforce, structure, program, monitor, control, annotate, discuss, pattern piece, model, prototype, functional, materials, function, purse, sew, change, adapt, opinion, research, seasons, healthy, balance, chop, savoury, packaging**

EDIB foci throughout the curriculum

Design Technology Curriculum Progression Map: WELBECK (2024-25)

NC content	Year 5	Year 6
Designing *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*	• develop a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears	• use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs
Making *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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	• use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears	• know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action
Evaluating *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*	• suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria	• know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria
Technical Knowledge *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 products.*	• links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced	• use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing
Food Technology *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*	• be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting	• explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish
Vocabulary	**Software, program, mechanical system, software, target group, prototype, hinge, pulley, shape, finish, function, adapt, expand, opinion, develop, safety, savoury, prepare, design, ingredients, processed, flavour, abrasive, advertisement, bracket, market research,**	**Circuit, program, monitor, control, electrical system, reinforce, cross-sectional diagrams, exploded diagrams, prototypes, pattern pieces, computer-aided design, cut, shape, join, finish, accurate, aesthetic, views, design criteria, compare, evaluate, improve, reared, processed, compare, farms, tools, safety, melt, reversible change, fair trade, biodegradeable**

EDIB foci throughout the curriculum

Design Technology: Project overview (2025-26)

	Holbeck	Sherwood	Langwith	Welbeck
(2025-26)	**Textiles** Templates and joining techniques ()	**Textiles** ??? ()	**Textiles** Fastenings (Coin purses)	**Textiles** Sailboats (British Empire)
	Mechanism Slider and levers ()	**Mechanical Systems** Wheels & Axels ()	**Mechanical Systems** Circuits (Electronic Billboards - Japan)	**Mechanical Systems** Pulleys & Gears (Rollercoasters/Marble run)
	Structures Designing & Making ()	**Structures** Frames ()	**Structures** Frames and Clay (Greek buildings)	**Structures** Frame structures (War - Anderson Shelters)
	Food Preparing fruit and vegetables ()	**Food** Preparing fruit and vegetables ()	**Food** Creativity & Hygiene (Italy)	**Food** Celebrating culture and seasonality (India)

EDIB foci throughout the curriculum

Design & Technology Skills Progression

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	Know that appropriate resources can be selected when designing.	Know that there are similar existing products relating to what is being made.	Know that products serve a purpose.	Know that a design must meet a range of requirements.	Know that a design can be based upon research.	Know that design criteria can be developed.	Know that a design specification is used to guide thinking.
Making	Know that materials can be joined using tools and techniques.	Know that tools / equipment can be used to cut, shape, join and finish.	Know that there is a purpose for what is being made.	Know that there are appropriate tools / materials chosen which are fit for purpose.	Know that there are explanations behind choosing the appropriate tools / materials.	Know that appropriate tools / materials are used with precision.	Know that functionality and aesthetics are considered when selecting the appropriate tools / materials.
Evaluating	Know that work can be adapted if necessary.	Know that a final product is linked to what has been asked.	Know that there are strengths and weaknesses of products made.	Know that a design can be changed to improve it if the product were to be created again.	Know that existing products can be evaluated.	Know that the purpose and appearance of a product can be evaluated.	Know that a product can be evaluated against the design specification.
Technical Knowledge	Know that products need to be strong. Know that products move.	Know that there are ways to make a product stronger. Know that levers can be used to create movement. Know that textiles can be cut and joined to make a product.	Know that materials can be measured. Know that wheels and axles can be used to create movement. Know that textiles can be joined to make a product.	Know that cuts and holes can be made accurately. Know that simple linkages can be used to create movement. Know that textiles can be joined in different ways.	Know that mistakes can be avoided by measuring carefully. Know that pneumatics can be used to create movement. Know that there are ways to join textiles in order to make the product strong.	Know that products need to be strong and fit for purpose by being precise. Know that cams can be used to create movement. Know that user and aesthetics are considered when choosing and joining textiles.	Know that a 3D frame can be reinforced and strengthened. Know that pulleys and gears can be used to create movement. Know that a 3D textiles product can be made by joining a combination of fabric shapes.

EDIB foci throughout the curriculum

Cooking and nutrition	Know that eating well contributes to good health. Know that ingredients can be stirred, mixed and poured.	Know that food comes from plants or animals. Know that with support, food can be cut, peeled and grated.	Know that food has to be farmed, grown or caught. Know that with safety and good hygiene, food can be cut, peeled and grated.	Know that food comes from the UK or wider world. Know that there are a wide range of food preparation techniques.	Know that food is grown in the UK, Europe and wider world. Know that with support, food can be prepared in a variety of ways.	Know that food is grown, reared and caught in the UK, Europe and wider world. Know that different preparation techniques are used depending on the food type.	Know that the seasons affect the food available. Know that recipes can be adapted to change appearance, taste, texture and aroma.

EDIB foci throughout the curriculum

Glossary of terms

abrasive	a material which smoothes and removes marks from wood, plastics and metal; see **glass paper** and **sand paper**
adhesive	a substance used to stick materials together; examples include pva glue, sellotape, masking tape, parcel tape, low temperature hot melt glue, etc
advertisement	information about a product or service used to attract potential consumers; advertising takes place in newspapers and magazines, on hoardings, on radio and television and on the Internet
assembly	the way parts of a product are fitted together
axle	the **shaft** on which wheels are carried. The wheels are either fixed so that they turn with the axle or able to spin freely on the axle.
belt	a device used to connect two wheels on different shafts so that as one rotates the other rotates as well. You can use rubber bands as belts.
biodegradeable	able to be broken down by the action of microorganisms
bracket	a device used to form a joint between two parts usually at right angles
decoration	the application of colour, texture and pattern to a surface to improve its appearance
design brief	a summary of the aims of a design and the kind of product that is needed. A closed brief says what the product will be. An open brief leaves it for the designer to decide
design criteria	a list describing the standards that a design must meet if it is to be successful
designer	any person who designs things
evaluate	assess how well a product or service meets the design criteria or specification
fabric	a thin, flexible sheet material usually made from woven or knitted textiles
fitness for purpose	a criteria used in evaluating a product; the evaluator asks how well the product performs the function for which it was designed. If the product performs well then the product is said to have fitness for purpose
fixings	things used to fix materials together, e.g. nails, screws, nuts and bolts
food hygiene	the standards of cleanliness necessary when dealing with food as a material for design and technology. There is a tutorial on food hygiene
health and safety	the activities carried out in your classroom must meet health and safety requirements. You can ensure that this is the case by carrying out **risk assessments** and organising the activities so that all risks are controlled.

EDIB foci throughout the curriculum

market research	the process of finding out which products and services people want and what they are likely to spend to get them
materials	the matter from which things are made e.g. wood, metal, plastic, fabric, food
mechanism	a set of mechanical components assembled together to perform a particular task e.g. a gear train to increase the speed of rotating parts as in a rotary whisk
packaging	the wrapping around products that is used to protect the product from damage, to keep the product clean, to extend shelf life, to promote the product and to provide information about the product
testing	investigating a product or material to find out how it performs in use
tools	devices to cut, shape, form and mix material

EDIB foci throughout the curriculum